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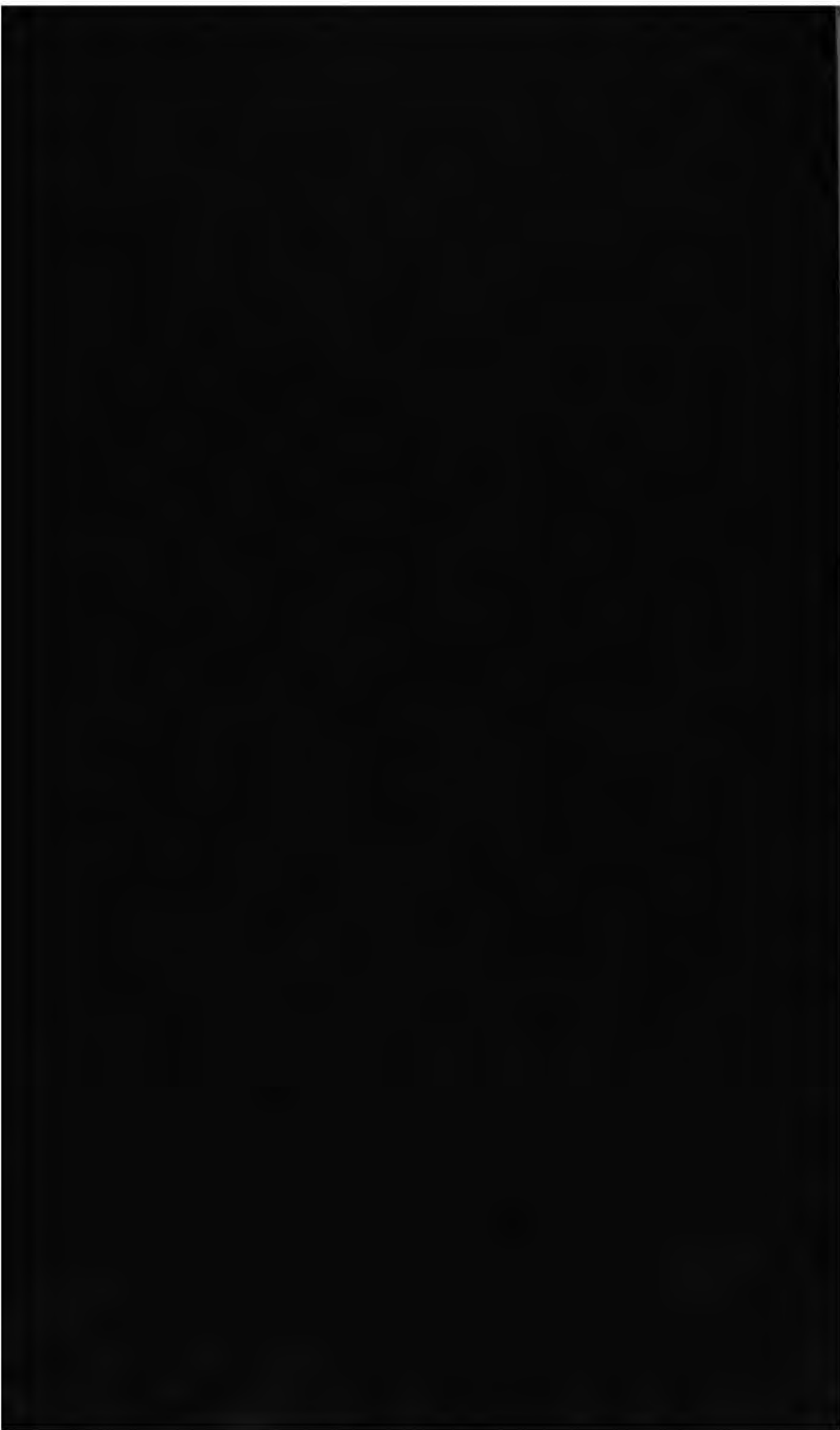
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PROCEEDINGS.



PROCEEDINGS
OF THE TRUSTEES
OF THE
PEABODY EDUCATION FUND,
1893-1899.

Printed by Order of the Trustees.

VOL. V.

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PREFATORY NOTE.

THE first volume of the Proceedings of the Trustees of the Peabody Education Fund was published in 1875, and included the Trust Letters of Mr. Peabody, with the records of the Trustees from the organization of the Board in February, 1867, to the close of its Annual Meeting in October, 1874.

The second volume was published in 1881, and completed the records of the Meetings of the Trustees, with all the Reports, Addresses, and Statements of Securities, to the end of the General Agency of the late Dr. Barnas Sears.

The third volume was published in 1888, and embraced the four years and a half of Dr. Curry's General Agency, and the subsequent service of Dr. Green as General Agent *pro tempore*.

The fourth volume, published in 1893, completed the record of Dr. Green's services as General Agent *pro tempore*, and contained that of the renewed General Agency of Dr. Curry.

The present volume contains the continued record of the General Agency of Dr. Curry to the close of the Annual Meeting in October last. The likeness of Mr. Evarts, which appears as a frontispiece, is from a photograph taken in 1887.

BOSTON, 9 January, 1900.

TRUSTEES
OF THE
PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED
BY MR. PEABODY.

*Hon. ROBERT C. WINTHROP	<i>Massachusetts.</i>
*Hon. HAMILTON FISH	<i>New York.</i>
*Right Rev. CHARLES P. McILVAINE	<i>Ohio.</i>
*General U. S. GRANT	<i>United States Army.</i>
*Admiral D. G. FARRAGUT	<i>United States Navy.</i>
*Hon. WILLIAM C. RIVES	<i>Virginia.</i>
*Hon. JOHN H. CLIFFORD	<i>Massachusetts.</i>
*Hon. WILLIAM AIKEN	<i>South Carolina.</i>
Hon. WILLIAM M. EVARTS	<i>New York.</i>
*Hon. WILLIAM A. GRAHAM	<i>North Carolina.</i>
*CHARLES MACALESTER, Esq.	<i>Pennsylvania.</i>
*GEORGE W. RIGGS, Esq.	<i>Washington.</i>
*SAMUEL WETMORE, Esq.	<i>New York.</i>
*EDWARD A. BRADFORD, Esq. (resigned)	<i>Louisiana.</i>
*GEORGE N. EATON, Esq.	<i>Maryland.</i>
GEORGE PEABODY RUSSELL, Esq. (resigned)	<i>Massachusetts.</i>

TRUSTEES OF THE PEABODY EDUCATION FUND.

(Continued.)

The vacancies created by death or resignation have been filled by the election of:—

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
*Hon. A. H. H. STUART (resigned) . . .	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
*Surgeon-General JOSEPH K. BARNES, U.S.A.	<i>Washington.</i>
*Chief-Justice MORRISON R. WAITE . . .	<i>Washington.</i>
Right Rev. HENRY B. WHIPPLE	<i>Minnesota.</i>
*Hon. HENRY R. JACKSON (resigned) . . .	<i>Georgia.</i>
*Colonel THEODORE LYMAN (resigned) . .	<i>Massachusetts.</i>
*Ex-President RUTHERFORD B. HAYES . .	<i>Ohio.</i>
*Hon. THOMAS C. MANNING	<i>Louisiana.</i>
*ANTHONY J. DREXEL, Esq.	<i>Pennsylvania.</i>
Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
Ex-President GROVER CLEVELAND (resigned)	<i>New Jersey.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>
*Hon. CHARLES DEVENS.	<i>Massachusetts.</i>
*Hon. RANDALL L. GIBSON	<i>Louisiana.</i>
Chief-Justice MELVILLE W. FULLER . . .	<i>Washington.</i>
Hon. WILLIAM WIRT HENRY	<i>Virginia.</i>
Hon. HENDERSON M. SOMERVILLE	<i>Alabama.</i>
Hon. WILLIAM C. ENDICOTT (resigned) . .	<i>Massachusetts.</i>
Hon. JOSEPH H. CHOATE	<i>New York.</i>
*GEORGE W. CHILDS, Esq.	<i>Pennsylvania.</i>
Hon. CHARLES E. FENNER	<i>Louisiana.</i>
DANIEL C. GILMAN, LL.D.	<i>Maryland.</i>
Hon. GEORGE PEABODY WETMORE	<i>Rhode Island.</i>
*Hon. JOHN LOWELL.	<i>Massachusetts.</i>
Hon. GEORGE F. HOAR	<i>Massachusetts.</i>
Hon. RICHARD OLNEY	<i>Massachusetts.</i>
Hon. WILLIAM MCKINLEY	<i>Washington.</i>

Hon. J. L. M. CURRY, *Honorary Member and General Agent,*
No. 1736 M Street, Washington, D. C.

AT the Annual Meeting of the Trustees of the Peabody Education Fund, held in New York on October 4, 1899, it was —

Voted, That the Secretary prepare a fifth volume of Proceedings, with a portrait of our Chairman.

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PROCEEDINGS.

PROCEEDINGS
OF
THE TRUSTEES OF THE PEABODY
EDUCATION FUND.

THIRTY-SECOND MEETING OF THE TRUSTEES.

NEW YORK, October 6, 1893.

THE Trustees met at the Fifth Avenue Hotel this day, October 6, at 12 o'clock, noon.

There were present: Mr. WINTHROP, the Chairman, and Messrs. EVARTS, WHIPPLE, GREEN, MORGAN, COURTENAY, FULLER, HENRY, SOMERVILLE, and ENDICOTT; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE.

Mr. WINTHROP addressed the Board as follows:

GENTLEMEN OF THE PEABODY BOARD OF TRUSTEES:

Glad as I am to be with you once more, I feel almost as if I owed an apology for coming, and for presuming, with so many infirmities, to take my seat at the head of this table, and to preside again over your deliberations. Nothing, indeed, would have tempted me to make the effort, had I not been warned, from various quarters, of the danger of there not being a quorum present for the important business which awaits us.

We meet under impressive circumstances, whether we look at what has occurred, and is occurring, in the world at large or in our own beloved country. No year of the more than a quarter of a century since this Trust was created has witnessed events more momentous than the year which has elapsed since our last meeting. The violent struggle for what is called "Home Rule" in old England; the great contention about silver and gold in our own land; the Panama scandal in France; the terrible naval catastrophe off Tripoli in the Mediterranean; the not less terrible catastrophe at Ford's Theatre in Washington; the protracted and happily successful arbitration of the Behring Straits Seal Fisheries; the extra session of Congress to provide relief for the financial and social troubles which have pervaded our country; and above all the wonderful World's Fair at Chicago, exhibiting the marvellous advance of the United States in art, science, and industry of all sorts, and especially in architecture; — these and many other things, — crimes, casualties, and catastrophes, — have concurred to render this Columbian Year in the highest degree exceptional and memorable, — almost an *Annus Mirabilis*, such as was sung of by Dryden more than two hundred years ago, — and to call off the public mind from its ordinary objects of attention.

But we need not look beyond our own little circle for occurrences which cannot fail to have impressed us deeply. Since you last met and parted, on the 12th of October, 1892, — the opening day of the Columbian Year, — no less than four of our most esteemed and valued members have been taken from us by death. No one of them had failed to manifest a deep and active interest in our work. Only one of them was of exceptionally advanced age like myself. From each of the other three alike we might confidently have counted on continued and valuable services to the very close of our Trust.

The Honorable Randall L. Gibson, of Louisiana, was

called first. He died at the Hot Springs in Arkansas on the 15th of December last, — only two months after he had attended our meeting and had taken a prominent part in its proceedings. He was elected in October, 1888, as the successor of the late Judge Thomas C. Manning, and had thus been a member of our Board for four years. A graduate of Yale University and one of its recent anniversary orators, a Representative in Congress and afterwards a Senator of the United States until his death, an accomplished and genial gentleman, he had every claim to the regard and affection of those associated with him in public or in private life. He was particularly instrumental in the original institution and organization of the Tulane University in New Orleans. I recall an interesting correspondence which I had with him when we happened to be together in Paris, in 1882, and when he had been called by Mr. Tulane into his confidential counsels in regard to his then contemplated endowment. That endowment was undoubtedly one of the many rich results of Mr. Peabody's magnetic example, and Mr. Gibson called upon me for whatever information and advice I could give him from my experience in this Trust. I need not say that I gave them to him with all my heart; and that was the beginning of a friendship and an intimacy which I highly valued. I will not attempt to dwell longer on his character or services, as there are others of our Board who will desire to pay some tribute to his memory.

Hardly more than a month had elapsed after the death of Senator Gibson, when we were shocked by the announcement that Ex-President Hayes was no more. He died at his home in Fremont, Ohio, on the 17th of January last. Elected in October, 1877, to the vacancy created by the death of the Hon. Samuel Watson, of Tennessee, General Hayes had been associated with us for more than fifteen years, and had notably distinguished himself by his devotion to our work. That work, indeed, could hardly have sus-

tained a greater loss. In common with the Slater Trustees of whom he was the President, we had relied confidently on his services in the great cause of national education at least to the end of our own Trust. His general career and character have been abundantly and admirably delineated in the tributes which have been paid him by others. Nothing, certainly, could have been juster or happier than those of President Gilman of Johns Hopkins University, and of Dr. Curry of our own Board, both of whom were associated with him in the Slater Trust. "He was a man," said President Gilman, "of lofty ideals, of unflinching patriotism, and of unselfish devotion to the good of his fellow-men. To his lasting honor be it remembered that after retiring from the highest station in the land he devoted his strength and time, without thought of reward, to philanthropy and education." Dr. Curry, on the same occasion, most felicitously alluded to Ex-President Hayes as having "solved the problem," so often propounded by the press, of "what should be done with our Ex-Presidents" so as not "to lose to the country their gathered experience and wisdom." "He consecrated his sound judgment," said Dr. Curry, "his wide intelligence, his tenderness, his generosity, — all the powers of body, mind, and heart, — to the illiterate and the unfortunate, and literally went about, over the whole land, doing good. Identifying himself with national organizations of charities, he was an effective worker in behalf of Prison Reform and the bettering of the condition of the Indians. In all matters of education he was deeply interested. The education of the negro appealed strongly to his better nature and to his best activities." I eagerly adopt these tributes and make them a part of our own Report, as they are of the Slater Report, adding only an expression of the warm regard and affection with which General Hayes in these latter years had inspired me personally, and which I had the best reason for thinking were not unreciprocated.

But still other bereavements were in reserve for our little circle. On the 30th of June last we received the sad tidings that Mr. Anthony J. Drexel had died at Carlsbad in Germany, where he had gone for his health. Born in Philadelphia in 1826, and educated in her schools, he delighted to identify himself with his birthplace, and to do all in his power to promote her prosperity and welfare. At an early age he entered the banking house of his father in that city; and that was the scene of his labors, and I might almost say the object of his love, to the end of his life. Under the skilful and devoted management of his associates and himself, that banking house has long been one of the most important financial institutions of the world, and is as well known at this day in Paris and London as in Philadelphia and New York. He had co-operated with his friend Mr. Pierpont Morgan, and with Mr. Morgan's excellent father before him, in giving it a character and a success which left it with hardly a rival at his death. Meantime the wealth which he had accumulated personally was used by him with a liberality and a munificence which has commanded the admiration and gratitude of all around him. I need but name "The Institute of Art, Science, and Industry" which he founded and recently finished and furnished in his native city at a cost of nearly two millions of dollars. This will be the principal monument of his beneficence; but he was a philanthropist of the widest range, in heart and act, as well as a man of the most estimable and attractive personal character. The recital of his lesser endowments and daily charities, even if one half of them were known to anybody but himself, would far exceed the limits of a tribute like this. To our own Board, to which he was elected in 1881, twelve years ago, in place of Mr. Peabody's friend the late George W. Riggs, he had been specially useful in connection with our devoted Treasurer, and we had relied on him to aid in the care of our funds as long as we should hold them.

And now a fourth member of our Board has been taken from us while our Secretary was preparing his notifications for this meeting. The Honorable Hamilton Fish died at his summer residence, near West Point, on the 7th of September last, just a month ago. It was no untimely death, like the others of which I have spoken. Nothing was wanting of years, of service, or of honors, to make a longer term desirable to him or to the country. He had entered his eighty-sixth year. He had held offices of the greatest distinction and responsibility in State and Nation. He had been Governor of New York, Representative and Senator in Congress, and Secretary of State of the United States. More than any other man he had given character to the administration of General Grant during its whole term of eight years. No one can exaggerate the influences for good over that administration and over the social condition of Washington which were exercised by Secretary Fish and his admirable wife. He inherited a full measure of patriotic spirit, as well as of personal integrity, from his honored father, of whom I said in my Centennial Oration at Yorktown, in 1881, after speaking of Alexander Hamilton: "Nor must his friend and fellow officer of the light infantry battalion—Major Nicholas Fish—fail to be mentioned, who shared with him the perils of the storming party, who lived a pure, patriotic, and useful life, and who gave the name of Hamilton to a son, whose recent discharge of the duties of Secretary of State has added fresh distinction to the name." From that patriotic father, too, he inherited a membership of the celebrated Society of the Cincinnati, of which for many years, and until his death, he was proud to be recognized as the President-General, wearing the same diamond badge which Washington wore as its first President-General. He was one of our original Board, appointed a Trustee, and named as our first Vice-President, with Bishop McIlvaine as the second, by Mr. Peabody himself in 1867. Only two

of that original Board are left, — Mr. Evarts and myself, — who have been witnesses to his fidelity as Chairman of our Committee of Finance from our first organization until the infirmities of old age compelled him to withdraw from any further active service. Those infirmities were serious, and likely at any time within ten years past to culminate, as they have done at last, in sudden death. He repeatedly tendered a resignation of his relations to this Board, but the Board refused to accept it. I have here a letter from him, less than a year old, in reply to one which I had written to him on the subject of his proposed withdrawal, which gives an account of his health, and which is interesting in other respects. It is as follows, with an omission of only three or four lines which were indicated as personal and private: —

GLENCLYFFE, GARRISON'S P. O.,
PUTNAM COUNTY, N. Y., November 2, 1892.

MY DEAR MR. WINTHROP, — It is nearly a fortnight since I received your very kind letter, and there has been an almost continued struggle between the desire to acknowledge it and the energy and capacity to do so. Let me thank you for your very kind reference to me in your Annual Address; and I appreciate the tenderness and consideration of the Resolution adopted by the Trustees on the motion of Senator Gibson. But I feel that my age and my infirmities preclude the possibility of any further service on my part, and that you are entitled to a more efficient lieutenant.

Of the sixteen Trustees named by Mr. Peabody in 1867, all were considerably past the middle age of life. Grant, possibly, was the youngest; and he was forty-five years old. All had led busy lives of active employment, and of many responsibilities in their respective courses. I am not familiar with the statistics of Annuities, or of the duration of lives; but it strikes me as remarkable, that, at the expiration of twenty-five years, three of those sixteen remain. Long may *you* continue at their head! I am far from well. My principal ailment, which I am told is incurable, has not, it is true, — God be thanked! — made *much* progress during the past season; but it remains, liable to advance, and

is very distressing. I am not able to take much exercise, — an occasional short drive, and, very seldom, a very short walk. I have not been five miles distant from where I am now sitting since I came here in May last, and did not attend the General Convention, — which, at last, has concluded its discussions on the Prayer Book, whereat we all must be thankful.

I am, my dear Mr. Winthrop,

Very sincerely your friend,

HAMILTON FISH.

THE HON. ROBERT C. WINTHROP, LL.D.,
BROOKLINE, MASS.

You will all desire, Gentlemen, to unite in a tribute to these four beloved associates whom we have lost, and I will suggest the appointment of Mr. Evarts, Bishop Whipple, Mr. Courtenay, and Mr. Henry, to prepare a formal minute for our Records. Meanwhile I may well congratulate you, in conclusion, that whatever may have happened, of prosperous or of adverse fortune, in the world at large or in the little circle of our own Board, this Columbian Year, which is within a few days of its close, has been a year of signal success for our work and for the great cause in which we are engaged. It has eminently fulfilled the promise which was made for it on its first day, when on almost all the countless schoolhouses in the land the Stars and Stripes were raised, displayed, and saluted by the teachers and scholars. I witnessed the delight of the children in my own neighborhood. Popular education is now everywhere more and more recognized as a national concern, and no subject is more deeply at the heart of the American people. Normal Schools, and the Institutes which take their place in the summer season, have been largely multiplied in the Southern States; and you will learn from Dr. Curry's Report that their work has been "unusually vigorous." There was no such thing known there when our Trust was founded. Indeed, it might almost be said that when Mr. Peabody committed his millions to our disposal, there was

not within those States a single scholar in anything which could be called a Free Common School. There are two millions and a half now. Of our great Normal College at Nashville, the accomplished President, Dr. Payne, very recently writes me: "The last year was the best in its history, and the future seems very assuring." Of the Winthrop Normal College for young ladies, at Columbia, South Carolina, President Johnson writes me: "We closed a most successful year on the 15th of June. The enrolment for the session was the largest in the history of the college." But I leave these and all other details of what has been accomplished to the Annual Report of our faithful and untiring General Agent, to whom we owe so much of it. I must not omit, however, the welcome assurance which I have received from our Treasurer, that the income from our Fund, notwithstanding all the troubles of the times, will have been undiminished.

It has recently been suggested, in a leading religious paper, that the opening of the schools for another year is an event well worthy to be celebrated in some formal manner. "A day might be set apart," it says, "about the middle of September, to be observed with public meetings in every city, town, and village throughout the land, for the purpose of arousing and informing the people upon the subject of education, and its overwhelming importance to the preservation of republican institutions." If such a day should ever be appointed, it should be the 17th of September, the day of the adoption of the Constitution of the United States, and on which it was signed by Washington and the members of the Convention of which he was President. But it is enough for us, Gentlemen, to thank God, as we well may, for all that has been accomplished, and to go on with confidence and courage to the completion of our Trust, or of our own individual connection with it, remembering, as we all do, with profound satisfaction, that we are engaged in promoting nothing

less than the great cause of our whole country,— the cause of that National Education which is not merely the corner-stone, but the whole foundation and only sure support, of Republican Institutions.

At the conclusion of Mr. WINTHROP's remarks, his suggestion that a Committee consisting of Messrs. EVARTS, WHIPPLE, COURTENAY, and HENRY be appointed, who should prepare a minute for the Record in regard to the members of the Board who have died during the past year, was duly considered and adopted.

Dr. CURRY, the General Agent, presented his Report, which was accepted and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund.

REFERENCE has been made several times in these Reports to the progress of free education in Great Britain. Of the influence of the English-speaking race upon the better civilization of the world, of the need of the closest relationship between peoples having the same language, literature, and religion, and illustrating best the value of local self-government and of free institutions, the most sagacious philanthropists and statesmen have borne strong and concurrent testimony. It cannot be questioned that these peoples, united by so many ties, cannot work out their grand mission except on the condition of the fullest moral and intellectual development of the entire citizenship. Universal education must lie at the foundation of all governments with representative institutions, and of all civilization which is to be promotive of the highest good of humanity. Under the Education Act of 1891, the greater number of the elementary schools in England and Wales are now free; and the introduction of the free system has been effected "without much friction and with no serious dislocation of existing organizations." In order to have no exception, the Education Department issued in May a memorandum explaining the rights of parents and defining free education.

"Every father and mother in England and Wales has a right to free education, without payment or charge of any kind, for his or her children between the age of three and fifteen. The right to free education is not a concession to poverty, but is common to all classes alike. Any parent

who has not got free education already may write to the Education Department and claim it, either alone or in combination with other parents.

"The free education to which parents have a right must be unconditional; that is to say, must not be free while the child is in certain standards only, or be given on the ground of poverty, or be subject to any inquiry as to the means of the parent or the reasons the parent has for desiring it, or be free only on condition that the child attends regularly, or have any other condition attached to it. It must be wholly free, without any charge for books, slates, or anything else; and it must be at a school within a reasonable distance of the child's home."

In turning to our own land and our own work, I may say that the interest in free schools, within the territory covered by the Peabody Fund, shows no abatement. Whatever changes may take place in civil administration, whatever financial crises may occur, however hard at times may be the material or social conditions of life, public opinion loses none of the strength of its conviction as to the inestimable importance of furnishing to every child the opportunity of developing his mental powers. The experience of States discloses occasionally new difficulties, and makes clear the unadaptedness of certain tentative methods to the ends sought; but changes are slowly but surely made to meet these evils and to render more perfect the school systems. The extraordinary monetary trouble, which presses with leaden weight upon all sections and interests, has been felt in educational work; and the severity and extent of the pressure may be inferred from the fact that so many more applications for aid have come to me this year than in several previous years. In two ways has the stringency immediately affected us. Checks drawn by myself on deposits to my credit have been deposited by State Superintendents in banks to be drawn out by

them in payment of what has been promised to Normal Schools and Teachers' Institutes. In some instances the banks have declined to pay currency, but have been willing to certify checks or give checks on New York. In Tennessee, the trouble has been more serious. A check forwarded to Superintendent Smith was placed to his credit in the First National Bank in Nashville, but before any money was drawn the bank suspended.

The Institute work, as will be seen, has been unusually vigorous. It has given me much anxious thought and labor, and will need yet to be pressed on higher and more enduring plans. To prolong the sessions; to have a systematic and continuous course of study, running through several years; to require trained experts as conductors; to dispense with all instructors who are not adepts in their particular branches; to rise above local prejudice and selfishness; to obtain permanent and sufficient local and State support for these necessary agencies, will demand several years of patient and wise effort. Normal Schools and Institutes are our principal reliance for getting rid of the shameful inefficiency of many of our public schools. Higher standards of professional attainment are necessary. A teacher needs technical knowledge and skill, but he needs more,—an understanding, disciplined in the rules of sound thinking, and a general culture to “illuminate the technicalities of a special pursuit.” The “crown and consummation of a liberal education” is the best preparation for good teaching. To that should be added professional training. The true teacher will endeavor by all available means to supplement general intellectual equipment by professional strength and experience. Institutes and Normal Schools are handicapped by the necessity of doing the work and supplying the deficiency of preparatory and high schools and even of academies and colleges. The more thorough the education before seeking the advantages of Institutes and Normal Colleges, the more rapid the

progress in acquiring professional knowledge and skill. There is too limited a conception of what *teaching the teachers* involves.

All the States now have regularly organized Normal Schools except Florida and Arkansas, and they have some very helpful substitutes. Our Peabody Normal College continues its marvellous growth. Its success increases its necessities. Every upward step enlarges its horizon, and every improvement makes clear that other improvements are needful. The annual Report of the eminent and devoted President is so full and instructive that it suffices for me to invite attention to it without repeating the statements. My semi-annual visits to the College are among the chief pleasures of the General Agency.

Since our last meeting, death has been active in lessening the number of our Trustees. What has been said by the Chairman and what will be formally recorded on the minutes make superfluous any expression of my own personal sorrow at the departure of Messrs. Gibson and Drexel and Fish, and of my college mate and life-long friend, Ex-President Hayes. I hope it may not be considered out of place to make mention, in this official paper, of the death of General Samuel Chapman Armstrong, which occurred May 11, 1893. Since 1870, the Fund has regularly contributed to the support of the Hampton Institute, which in its history and success, from 1866 to last May, has been the offspring of his brain and heart. The history of the Institute is the history of negro education in the South. In the solution of this problem, in the attainment of the marvellous results which have followed the attempt to lift up the lately emancipated race, no man has done more than did Armstrong. Full of energy, faith, hope, courage, sympathy, honest in his convictions, far-reaching in his plans, with power to persuade, to move, to control men, his life was full of good; and he should be

remembered not simply as a patriot, a gallant soldier, a benefactor of the negro race, but as one of the most marked and useful men of his generation.

It has been my privilege to make frequent journeys through the field of our operations, and to address, by their request, the Legislatures of Tennessee, Arkansas, and Texas.

WEST VIRGINIA.

The Hon. Virgil A. Lewis, State Superintendent, makes an encouraging report:—

“THE INSTITUTE WORK

is in a most prosperous condition along all lines of that enterprise, and there has never been a time when there existed such a healthy public sentiment in favor of popular education as at present.

“Acting upon the suggestion contained in your circular, I prepared a syllabus including a course of work to be uniform throughout the State. Instructors were required to adhere to this as closely as possible without destroying their individuality. This has been done, and as a result there has been a general improvement. The increased attendance upon the Institutes the present year is a source of much gratification and encouragement. Reports from forty-three of the fifty-four counties show a net gain of seven hundred and eight enrolled the present year over the enrolment of the past year; and if the same ratio of gain is maintained by the remaining counties (and I have every reason to believe that it will be) the total gain for the State will be nearly one thousand,—something unprecedented in the history of Institute work. But the above is not the best evidence of progress. In your favor of April you objected to the short period of time for which our Institutes are held, and I resolved to see what could be done toward extending the length of the session. It was then late; but I hastened to write to school officers and teachers, quoting from your letter, and expressing the hope that at least something might be accomplished. I was surprised at the result. From Kanawha, Marshall, Boone, and Wetzel counties came re-

quests for aid in holding two weeks' Institutes. This I promised ; and the result was that in Kanawha County three hundred and fifty-three teachers were in attendance during the full time, and similar good results were secured in other counties. I also complied with a request from the teachers at the West Virginia Colored Institute in Kanawha County, and gave them a two weeks' Institute, which was well attended and well instructed, and a marked interest kept up from first to last. They were so much pleased with the two weeks' session in Marshall County, that they unanimously resolved to hold a four weeks' session next year. Wetzel and Tyler want the same. In almost every one of the forty-three counties which have reported, resolutions have been adopted declaring that the present year's work has been the most successful since the enactment of our Institute law. Verily, the work is being popularized ; and I need not add that I am greatly encouraged.

THE NORMAL SCHOOLS

keep pace with the advancement in other lines of our educational work, showing an enrolment of ten hundred and thirty, — the largest attendance in their history. As you are aware, the parent school is Marshall College Normal School at Huntington, with branches at Fairmont, West Liberty, Glenville, Shepherdstown, and Concord. To the attendance above (ten hundred and thirty) should be added forty-two colored Normal students in the West Virginia Colored Institute, — the State placing these students upon exactly the same basis as the white students in the other schools, and thus making an enrolment of nearly eleven hundred. Thus it will appear, that with the largest attendance ever attained in the Normal Schools, and a gain of nearly one thousand in the attendance in the Institutes, and the additional attendance of a second week in five of these Institutes, the educational work is of such a character as to raise the hopes of its friends both at home and abroad. Much of this work is due to the aid rendered by the Trustees of the Peabody Education Fund. In fact, the work could not have been accomplished without that aid. The people, the press, and the teachers of our State are awake and at work. This means the education of public sentiment ; and that in time means more money for Public Schools,

more money for Normal Schools, and more money for Institutes ; and this gives hope to the men and women who have worked long to develop and improve the school system of our State.

"On behalf of all our people first, and myself second, I thank you for aid rendered in prosecution of our work."

ARKANSAS.

The Superintendent, Hon. Josiah H. Shinn writes : —

"At no time in the history of the State has the demand for good teachers been so prominent ; and as a consequence the demand for better Institutes and real Normal Schools has grown to be a dominating question. Two years ago I asked the Legislature to aid this movement by creating and sustaining eight schools for both races, with terms extending from three to five months. The Legislature enacted a law creating these schools and appropriating an annual stipend for their support. The following year these schools were opened at ten points in the State, and kept open for the required time. Six of them were devoted to the training of white teachers, and four to the blacks. It must be remembered that the ratio of black to white population in Arkansas is but three to eight ; also, that the State sustains a Normal School for the blacks at Pine Bluff, paying more thereto each year than to the Normal School movement which I have just described. No white Normal School is in existence.

"The ten district Normal Schools were successful, and did far more for the systematic training of six hundred teachers than all the short-term Institutes that had ever been held. Still, they were not the thing needed. The second year the idea suggested itself to the Superintendent of consolidating these five months' schools in part into three Normal Schools, with a term of nine months, and a course of study running through three years.

"Another year passed away under this management, yielding still larger results. The Normal Schools were well attended for the full term. The attendance exceeded five hundred, of which the greater part took the first year's course. Quite a number were qualified to take the second year's work ; and there were a few who

took the third year's work, and graduated. Fifteen teachers were employed to do this work.

"In addition to these schools three other schools were maintained, with terms extending from three to five months for whites and blacks, which were largely attended.

"When the Legislature met, I asked for an appropriation sufficiently large to maintain three permanent Normal Schools, with all appropriate legislation. The Legislature denied my request, but registered its approval of the work by increasing the appropriation for the district Normal Schools fifty per cent. I now propose to consolidate these schools again, and to maintain two schools for the whites, and a third one at some favorable point for the blacks, — the term in each case to be nine months, and the course of study extending through three years. Two of these schools are already advertised, and will open the third Monday in September.

"I have also carried on a large number of Institutes in various parts of the State for terms ranging from one to six weeks. The greater portion of these have been for the colored people. At most of them the color line was not drawn, both sets of teachers attending the same session without friction. At others the experiment was tried of holding both Institutes at the same town but in different houses, — putting both, however, under the same supervision. Prof. J. J. Doyne was placed in charge, with instructions to devote a certain part of each day's teaching to the colored Institute. The other white teachers were also requested to do duty in like manner. The result was double: 1. A higher class of instruction for the blacks. 2. A greater desire on the part of the blacks to improve.

"A large number of County Institutes were held, with an attendance reaching the phenomenal number of five thousand one hundred and three, — fully ninety per cent of the teachers of the State. The movement for better schools is not only forwarded by the Institutes and Normal Schools, but by a wise system of uniform examinations.

"At the World's Fair I exhibited the work of the pupils of Arkansas by towns, and won many awards. The examinations were made by distinguished foreign and northern judges, and the awards granted without hesitation. In fact, the pupil work here places Arkansas schools among the leading competitive schools.

"Better than this is the fact that a distinct award was granted to Arkansas for the excellence of the colored school work, and another to the cities of Little Rock and Pine Bluff. General Eaton was the examining judge. No other State in the Union received an award for colored school work, nor any cities. I am sure that you will agree with me that our school system has been highly honored, and that the stigma which has for so long attached to our Commonwealth has been fully removed. Dr. Buisson, of France, was so well pleased with the character of the colored work as to ask for fifty printed pages for publication in a work which he is editing for the French.

"Permit me to thank you for the uniform courtesy with which you have treated me in the performance of your duties, and to wish you a long life with which to further the great work of philanthropy in which you are engaged."

VIRGINIA.

The Hon. John E. Massey, the able Superintendent, says:—

"Eighteen scholarships in the Peabody Normal College are allotted to this State. For the five vacancies forty-four applications were received, and sixteen applicants entered the competitive examination. The State Female Normal School at Farmville, in numbers in attendance, in number of graduates, surpassed any previous year. Buildings have been enlarged, the course of study has been reorganized and extended, new teachers have been added, and also an industrial department. Young women will be fitted to give industrial and physical training to pupils of the public schools. While the course of study has been extended, the school is steadily pursuing its course as a Normal School. Permit me to add that the resignation of your trusteeship is an irreparable public loss. The State Normal School in connection with the venerable College of William and Mary is doing good service in qualifying young men for teaching in the public schools. A graduate of the Peabody Normal College presides most efficiently over this department. Of two hundred and four students enrolled for the session, one hundred and nineteen pledged themselves to teach in the public

schools. The work of the Hampton Normal Institute was carried on with eminent success. Effort is steadily directed not to larger, but to better, more thorough work. The Virginia Normal and Collegiate Institute at Petersburg enrolled three hundred and twenty-two students, — one hundred and fifty-three males and one hundred and sixty-nine females. One hundred and ten matriculated in the Normal, and one hundred and thirty-three in the Normal Preparatory. The Normal course of three years is designed especially to train teachers for the public schools. Its graduates are teaching with success in several counties and cities. The school has an industrial department. Four Institutes, with four weeks' sessions, were successfully held at Salem and Front Royal for white teachers, and at Hampton and Petersburg for colored, with an enrolment of one thousand and thirty-five. The law requires the regular faculty of the Petersburg school to hold a summer Institute; the graded course of instruction covers three years. At the close of the session the Teachers' Association (colored) held its annual meeting. The Institute in Virginia was inaugurated by the Peabody Fund, and has been continued through its instrumentality."

GEORGIA.

The Hon. S. D. Bradwell, State School Commissioner, writes: —

"I respectfully submit to you my report of the Teachers' Institutes held in Georgia under the patronage of the Peabody Educational Fund for the year 1893, together with an itemized statement of the receipts and disbursements of the fund intrusted to me for Institutes and for the aid of the Normal Department of the Milledgeville school.

"Under the discretionary power granted me, I decided to locate the Institutes — one for North Georgia and one for South Georgia — at Marietta and Thomasville, where in my judgment the greatest number of teachers, white and colored, could be reached. Each was in session twenty working days. There was uniformity in the work, which was designed especially to meet the wants of teachers whose opportunities to acquaint themselves with the best methods had been limited.

"The character of the work done was highly satisfactory, and received favorable commendation from school officials and visitors. In conducting the Institutes I endeavored to combine theory and practice, to meet the wants of the teachers under the environments of our public school system, leading the teachers up to higher conceptions of their important calling and to practical application of approved plans and methods in their own schoolrooms. The instructors, both white and colored, were fully alive to the importance of their work, and were earnest and capable. The teachers who were present received, as all without exception stated, great benefit. But the attendance was not what it ought to have been, footing up as follows : —

White	274
Colored.	198
	<hr/>
Total	472

"This unsatisfactory enrolment is attributable to two causes : (1) The teachers in the country schools had not received any pay. (2) Many of the country schools were in progress, and the teachers could not leave ; and many of the city teachers had gone to the World's Fair. A summer Normal School, by the assistance of the Gilmer Fund, was in successful operation for seven weeks, with an enrolment of one hundred and twenty-one. This attendance added to the Peabody Institutes make a total of five hundred and ninety-three who have had the benefit of Normal instruction this summer. The twenty-two scholarships at the Peabody Normal College generously allotted to Georgia are regarded by the young men and young women of Georgia as valuable prizes. Every scholarship is filled, and there are still hundreds of applicants. Many young men and women who have the means are making arrangements to attend the college so as to be in line to receive a scholarship the following year. County Institutes have been held in every county ; and all the leading teachers cordially indorse the policy, which is having already a marked effect, elevating and improving the profession. The Normal department of the Girls' School at Milledgeville is accomplishing great good. This school in all its departments is full to its utmost capacity, and many are turned away. This school

is an institution worthy of the highest commendation. These facts show progress on the line of Normal training ; and the prediction may be safely made that the next General Assembly will act favorably. In popular education Georgia is making substantial progress. This statement is founded upon the following facts : 1. The increase of the fund. The State School Fund for 1893 is \$1,058,532.52, which, supplemented by the poll tax collected in the fall, will reach \$1,258,000. 2. The census returns show that, only three per cent of the present school population has ever attended school. 3. Illiteracy is being rapidly diminished, — the white illiteracy of the school population being eleven per cent, colored twenty-seven ; total thirty-eight per cent. 4. The earnest interest of the people in the cause of popular education. In the many counties which I have visited, the people would assemble in large numbers to hear addresses in reference to the Common School System, and express their willingness to be taxed more heavily for the support of the Common Schools. In this important work Governor Northen often gave valuable aid."

Georgia is one of the few States which give a statement of the assessed value of property returned by colored taxpayers. In 1882 the value was \$6,589,876 ; and in 1892, \$14,869,575. There is a State Industrial College for colored youth near Savannah, which is endowed by the General Government and supported by the State. The grounds are about eighty-six acres, consisting of thirty-two in the campus and fifty-four in the college farm. Besides the regular course of training, instruction is given in agriculture and in the mechanic arts. The faculty consists entirely of colored men. The Chancellor of the University is *ex officio* Superintendent of the Board of Commissioners, who are among the best and most influential men in the State.

FLORIDA.

The Hon. W. N. Sheats writes : —

"In compliance with your request, I have the honor to submit herewith a partial report of the Peabody Institute work in the

State of Florida for the present year, — a partial report, for the reason that the work is not yet completed.

“ My first thought was to hold at some suitable points two or more Summer Institutes of from six to eight weeks' duration, with a regularly arranged course of study such as might be successfully pursued from year to year till completed. But upon a careful review of the situation, I saw that the peculiar condition of the educational affairs in the State was such as to render the plan impracticable. So great were the apathy and indifference of the teachers and school officers in many places, that it would have been impossible to have secured for these Institutes a more than local attendance.

“ In order to prepare the way for systematic and effective Institute work hereafter, it was essential in the first place to reach the teachers, and awaken them to a realization of the great work to be done, and to an appreciation of their present unfitness for doing it, and to arouse ambition, professional pride, and enthusiasm ; and so I arranged for the holding of a county Institute of a week's duration in each of the thirty-five of our most backward counties, and sent out, thoroughly equipped for their work, two zealous educational missionaries to prepare the field for future cultivation, — myself accompanying and dividing my time between the two. We are not quite through with the work yet, — will finish by October 1, — but the results already obtained have been gratifying far beyond my most sanguine expectations ; and it is with great pleasure that I can announce to you that the generous gift of your Board has been of incalculable benefit to the cause of public education in the State of Florida. The teachers have been awakened to a realization of the importance and responsibility of their work, and to the great necessity of preparing themselves for the more efficient discharge of its duties ; school officers have been aroused to interest, and new life and vigor, full of promise, have been infused into the educational spirit of the people wherever we have gone.

“ Wherever there was a sufficient number of colored teachers, we have held separate colored Institutes ; where there was not a sufficient number to justify this, the colored teachers have been invited to attend the Institute for the whites. The Institutes for the colored teachers have been invariably well attended, and great

interest has been manifested. Our colored teachers are, for the most part, very poorly prepared for their work ; they seem, however, exceedingly anxious to improve themselves. I am particularly pleased to note this, as I regard it greatly to the interest of this race in the South that their schools be placed, as soon as possible, in charge of Southern negroes, educated at home, — an opinion which I am glad to see is gaining strength among the more intelligent of them. We have here at Tallahassee, supported at State expense, a Normal School for the training of colored teachers and the higher education of the colored youth of the State ; and I am pleased to say that no school in the State is doing more satisfactory and efficient work. We have now visited and held Institutes for both white and colored teachers in twenty-two counties. In some of these counties the Institutes have been continued at the county's expense for from two to six weeks. Nearly all the counties visited will appropriate money next summer for Institute work. It is my intention, if we can get the necessary help again, to establish next summer, at some suitable points, about five summer schools for teachers ; prepare a regular course of study, and make the school permanent, holding a two months' session annually, and continuing the course from year to year till completed. Most of the counties will contribute to the extent of their ability, and with a little help from the Peabody Fund we can have five splendid Peabody Summer Institutes next year and thereafter. My work this summer has largely been preparatory to this.

“Up to date we have met about one thousand of the Florida teachers in a week's discussion of the most important subjects connected with their work. I feel safe in saying that out of these Institutes is to come a new era in the history of education in Florida. I feel much encouraged, and correspondingly grateful to you and your Board for the means by which this has come about.

ALABAMA.

The Hon. J. G. Harris says : —

“It is gratifying to be able to report the present year a very successful one in all departments of school work. In no previous years of our history have the people been more in earnest and

more zealous in matters of education. Three months ago I inaugurated an educational campaign to be conducted in each county, under the immediate supervision of the county superintendents. This plan provided for five mass meetings to be held in different parts of each county, to which all the white people were invited, and speakers selected to deliver addresses. These meetings were to be absolutely free from politics or denominationalism.

"The colored people were not invited to these gatherings, as it is my purpose to have a similar campaign for them. I made this distinction because there are certain matters that are peculiar to the colored race which I desire them to discuss, as the white and colored schools are kept separate. This method will prevent any conflict or friction. These mass meetings are being held during this month (August), and our leading thinkers and speakers are lending their aid and influence. The people are taking a decided interest, and are attending in large numbers. There is being enkindled in the minds of the masses an enthusiasm and interest hitherto unknown; already good results can be observed.

"Our Normal Schools have had a highly prosperous year; great results have been accomplished. Each of these institutions is steadily improving and gaining the confidence and support of the people. The entire State is experiencing the incalculable benefits derived from these schools in the number of trained teachers that go out from them each year; and the State is being rapidly supplied with trained teachers, and these teachers are being sought in every locality. The benefits derived from our Normal Schools cannot be adequately measured; the untrained and inefficient teacher is being pushed aside, and the progressive and the trained teacher is given the place. This demonstrates that the people are working up to a livelier interest in the matter as to who should have charge of the education of their children.

"Florence and Troy Normal Schools for the whites are institutions of high grade and doing a fine work. No schools can take their places; they are supplying a long-felt want in our system of education. To teach properly and successfully, the teacher must be trained for that special work. This is obvious from the influence exerted by such teachers in every place where they take a school. It would pay Alabama compound interest if she would

increase her appropriations to the Normal Schools, and establish others. No outlay will pay a better and never-ending dividend.

"The negro Normal schools are presided over by faithful, educated, and efficient principals. The faculties are carefully selected, and the work being done is eminently satisfactory. The industrial departments of Montgomery Normal School and of the Tuskegee Normal School are attracting the attention of our people and receiving the commendation of all. These departments are giving skilled workmen in the various mechanic arts. While the facilities are not as satisfactory as they might be, an excellent work is notwithstanding being accomplished."

MISSISSIPPI.

As several years have intervened since an account was given of school work in this State, it is deemed proper to make copious extracts from the full and interesting Report of the Hon. J. R. Preston, the enthusiastic and capable Superintendent of Public Education.

"I have the pleasure to transmit a report of the Peabody Summer Normal Institutes, and to premise the report with a statement of the progress of our schools within the past decade, and of the present condition of education in the State.

"In ten years the enrolment in our public schools has increased 90,474, or thirty-nine per cent; the average daily attendance, 35,417, or twenty-two per cent; the number of teachers employed, 1500, or twenty-two per cent; average length of term eight per cent; the amount expended \$412,000, or fifty per cent.

"Mississippi expends annually the equivalent of a levy of 7.2 mills upon her property, and Massachusetts expends 3.5 mills, while her per capita wealth is more than seven times ours. Public education has won the approval and indorsement of a great majority of the people. It has won the victory over prejudice, over poverty, over the opposition engendered by a large negro population who pay little tax, and whose schools are a heavy burden on the property owners. The people are beginning in earnest to back the public schools with their brains, their money, and their personal influence. Our best growth has been in public

sentiment, and in its expression through a code of school laws which provide thorough organization and management of a State system of public education.

"Fifty-five towns are separate school districts, and maintain their public schools eight or nine months in the year. Within the past five years thirty of these have erected buildings costing from eight to fifty thousand dollars. Most of them maintain high school departments of two or three years. Thus the wants of our urban scholastic population are adequately met. In addition to these we have two hundred and thirty proprietary high schools and denominational colleges, many of which do excellent preparatory work.

"Above these are our three State institutions for whites and two for colored. It is worthy of note that Mississippi has for twenty years maintained a colored Normal College, and until recently a Normal department in Tongaloo University, while she has made no similar provision for white teachers.

"The average length of our public-school term is eighty-six days for the country and one hundred and fifty-four days for the towns. The minimum length of the term is four months; the maximum, eight months. The high schools and colleges are all open from eight to ten months annually. We are fairly well provided with facilities for secondary education, and the patronage of these schools has been quadrupled in the past five years.

"Our public-school teachers are licensed through uniform examinations held by examining boards, consisting of the country superintendent and two first grade teachers. This system of licensing has been used for seven years, and has been the main factor in stimulating our teachers to become better qualified for their work. It is a moderate estimate to say that this influence alone has made our teaching corps twenty-five per cent more capable of converting public-school money into education, while the reflex effect upon secondary schools has been of the most salutary character. Many incompetents have dropped out, and the whole corps has been toned up and strengthened.

"In 1892 county Institutes were introduced into our system. They are held in each county not less than one week each year, under expert conductors appointed by the State Board of Education.

"Another valuable feature introduced by this law is the professional circulating library. One such library is established in each county under the charge of the superintendent. We collect fifty cents Institute fee from each teacher examined, and the law authorizes twenty per cent of this fund to be applied to the purchase of professional libraries. This fund is augmented from year to year by small contributions from the teachers. We thus enlarge our libraries, and hope in a few years to have the very best pedagogical works collected in each county for the free use of our teachers. Some counties have already expended more than two hundred dollars for this purpose.

"With these stimulating and developing forces in active operation, when the Peabody Normal Institutes were opened this summer our public-school teachers seized the opportunity and attended in numbers which surprised us all.

"The attendance at the Oxford Summer Normal Institute reached four hundred and sixty-seven, whereas we expected not more than two hundred and fifty. The large number overwhelmed the faculty, and made it necessary to divide the Institute into four sections, thus quadrupling the work of each instructor, and calling into requisition several of our eminent teachers, who volunteered their services. Most of the teachers spent the entire month at the Institute in earnest study. The attendance was largely composed of country teachers, who receive meagre compensation. It was inspiring to witness their eager efforts to reach a higher plane of proficiency. All applied themselves with commendable industry, and not one instance of misconduct occurred. The director and faculty handled the work effectively, and with a degree of zeal and fidelity which cannot be too highly praised. A spirit of educational revival pervaded the whole assembly, inspiring all to their best efforts. Prof. J. U. Barnard, Director, brought his practical judgment and tactful powers to bear at all points, with marked success. The equipments of the State university were freely used to great advantage, Chancellor Fulton assisting in every possible way to make the work profitable and successful. The assemblage of teachers in the Oxford Normal was three times as large as any previous congregation of teachers in the history of the State.

"The Institute at Lake Normal was conducted by Mr. W. Rose,

of the Peabody Normal College. As director and instructor he won the encomiums of the two hundred and sixty attendants. The work at this Institute was of the most inspiring kind. The teachers bent their best efforts to study; note-books were filled with outlines to serve as guides in subsequent self-improvement. The spirit developed in this Institute was remarkable. The teachers left with regret that the session was closed; but they carried home new light, higher ambitions, nobler educational aspirations, better conceptions of duty. Both at Oxford and Lake actual instruction in text-book matter was given, being combined with methods of teaching. Most of the poor teaching done is due to indistinct knowledge of the branches taught, and the crisp review of the public-school curriculum will be of great advantage to our teachers. Primary work given both at Lake and Oxford by Miss Holman, and illustrated by a class of children who had no previous instruction, elicited continuous interest from the teachers, and will lead to great progress in this kind of school work, which stands so sadly in need of scientific development.

"The attendance at Holly Springs Normal (colored) reached ninety, which was comparatively small. This Institute was provided with a competent faculty under Rev. E. D. Miller, president of our colored State Normal College. The teachers were enthusiastic, studious, and well-behaved, and derived great benefit from the month's study, which was adapted to their special needs. Our colored teachers, as a body, are improving their qualifications year by year. About one sixth of them obtain first grade licenses, and the whole corps show a persistency of effort which in time must tell favorably on their progress in the profession.

"The Tongaloo Summer Normal is now in progress under a competent faculty, and has seventy-five attendants. The stringent times seem to affect the colored teachers' attendance more than that of the whites. Based upon attendance, the colored Normals have cost proportionately more than those for whites; but I hope the attendance will be better next year. Two hundred and fifty applied for enrolment, and the director tells me he expects at least one hundred and fifty to enter the Normal before the close of the session.

"As we had few trained and experienced men who could be

appointed as conductors of our county Institutes, it was deemed expedient to use a portion of the Peabody appropriation to maintain a school in which our leading teachers could be taught how to hold Institutes. Accordingly we held a conductors' school at Oxford for two weeks under the charge of Superintendent J. M. Greenwood and Chancellor W. H. Payne. The conductors selected by the State board were required to attend this school, and it was made free to all others who desired to take advantage of it in qualifying themselves for Institute work hereafter. The two distinguished instructors won the admiration of the whole body of attendants, — forty-five in number, — and rendered an invaluable service to the cause of education, by placing us in possession of the best experience and highest ideals of means and methods of county Institute work. The money spent on this school will yield the largest results. The knowledge acquired by our teachers is a permanent increment of educational power. These conductors have been in the field since July 24, holding Institutes and stirring up a genuine educational revival among both teachers and people. At their meeting in June the trustees of the university established a department of pedagogy, and made the chair a full professorship. This recognition of the profession of teaching will tend to dignify it in the eyes of our people, and will elevate the tone of the teachers of the State. This chair will permanently articulate the university with the public-school system, and will in time supply our secondary schools with well-trained and scholarly instructors.

“Throughout the State there has been a general awakening of educational interest this summer. Reports were sent from the Normals to all the newspapers of the State, setting forth the work done, and urging teachers in the future to prepare to attend these schools of review and professional training. So our remote rural schools will feel the beneficent results that will flow from the Peabody Fund.

“The county Institute conductors are everywhere urging the levy of local taxes to extend the terms of country schools to eight months. This is the next step we must take, and we are hopeful of getting the tax in many counties. Last year Claiborne County levied a three mill tax and maintained her public schools eight

months. All her schools are graded, and we will try to induce other counties to follow in her footsteps. The prospect for public-school improvement is bright, and we feel now that we can reach the rural school and place it upon a plane which will enable us to educate the eighty per cent of our children who reside in the country districts.

"I beg, in behalf of the people and teachers of Mississippi, to assure the honorable Trustees of the Peabody Fund of our high appreciation of their action in restoring the State to the benefits of the Fund, and to express the candid conviction that no equal sum of money expended by them has produced greater or more beneficial results than that appropriated for teacher-training in Mississippi in 1893. In the Peabody Normal College we have one vacancy, for which there are more than thirty applicants."

LOUISIANA.

The Superintendent, Hon. A. D. Lafargue, in co-operation with Thomas D. Boyd, the efficient President of the State Normal School at Natchitoches, arranged for a series of Peabody Normal Institutes to be held during the summer. Twelve were held under the supervision of competent conductors and teachers, the latter of whom came from the public schools, from Tulane and the State universities, and from other institutions in the State.

"The Institutes of 1893 have reached a larger number of teachers, and have accomplished more good in instructing and inspiring teachers and arousing the general public, than any other Institutes ever held in the State. The increased attendance, notwithstanding the overflow and other adverse conditions, is largely due to the excellent work done by the Department of Public Education in notifying school directors and teachers, and otherwise advertising the Institutes; and the zeal displayed by the parish superintendents cannot be too highly commended.

"Perhaps the most hopeful sign of educational progress in Louisiana is the Summer Normal School at Lake Charles, conducted by Prof. R. L. Himes of this institution. Although the

attendance was limited to teachers from Calcasieu Parish, the school was eminently successful in all respects. It is to be held every year with a continuous course of study. I believe the time has come when such schools, lasting four weeks and having for their sole object the instruction of teachers in matter and methods, will do more good in Louisiana than the one-week Institutes heretofore held; and that the appropriation received from the Peabody Fund next year cannot be more profitably expended than in aiding the establishment of such schools at four or five central points.

"I have the honor to report that the last session of the State Normal School was marked by as large an increase in the attendance of students as the seating capacity of the school buildings would permit, the numbers enrolled being one hundred and eighty in the Normal department, and one hundred and thirteen in the Practice School. By an advance in the course of study, the class that would under the old course have been graduated in January was not graduated until May; hence the number of graduates (fifteen) was less than for the session of 1891-92.

"As a knowledge of Latin or French is often required for teachers in our country schools, those languages have been added to our course of study, which has been still further enriched by additions in the departments of mathematics and natural sciences. I am sure the Normal can report progress along all lines; can safely claim that its students, its faculty, and its friends, — the whole people of Louisiana, — are earnest promoters of its success; and all return grateful acknowledgments to the Trustees of the Peabody Education Fund for the liberal aid the Normal has received from that Fund."

The Superintendent and President Boyd assure the Trustees of the gratitude the people owe them for their liberal aid to education in Louisiana. At one of the Institutes it was resolved, with unanimity and enthusiasm, that "the name of George Peabody, whose munificent donation supplied the means to support the Institutes, should ever be held in veneration and esteem by the people of the South-land."

TEXAS.

Through the sagacious patriotism of the founders of the Republic first and of the State afterward, Texas has immense landed possessions, a portion of which has been dedicated to university and common school education. If wisely managed, the State will have in perpetuity a fund which will secure for the children inestimable privileges. The State, through executive and legislative departments, seems to be alive to the sacredness and value of the trust. In a somewhat large and varied experience of that kind, I have not met with public officers apparently more anxious to do what was wisest for the promotion of general education. Invited by the General Assembly and afterward by the joint committee on schools to speak to them, it was most gratifying to find such intelligent interest and such an anxiety to make available for the general welfare the educational possibilities. Texas attaches much importance to teacher-training. The Legislature having made an appropriation of \$6,600 for Institutes, the Superintendent, the Hon. J. M. Carlisle, organized twelve for colored teachers and one in each senatorial district for white teachers. Local contributions, cheerfully made, added to State and Peabody appropriations, assured \$300 for each Summer Normal. Communities contested for the location; and Dr. Baldwin, who has been in the summer work from the beginning, writes that the Institutes have been far better than ever before. The Superintendent is warm in the expression of the thanks of the teachers for the liberal aid which the Fund has rendered in "preparing them to labor in the public school service."

The Prairie View Normal School for colored teachers, at the head of whose Board of Trustees is Ex-Governor Ross, is well supported and has the confidence of the people. A school of pedagogy is connected with the university, the aim of which is to prepare teachers for

high schools, academies, and colleges. Joseph Baldwin, for ten years the President of the State Normal, an educational author of high repute, is in charge of the school, and this insures the most fraternal alliance between the university and the public schools. In an address to the students of both sexes, last May, I found that arguments in favor of universal free education met with cordial response. The Sam Houston Normal School sustains a filial relation to this Board, and must ever awaken deepest concern for its well-being. From an enrolment of one hundred and ten in the first year, 1879-80, it has grown to four hundred and eight the present session, with an aggregate of twenty-eight hundred and forty. The total alumni—whose diplomas, like diplomas from the Peabody Normal College, are valid as permanent teachers' certificates—have been seven hundred and ninety-four, of whom eighty-four were graduated this year, after a course of three years. The purpose of the school is to give professional training, teaching methods in connection with subject matter. Girls must be seventeen years old and boys eighteen before admission, which must be preceded by a satisfactory examination. Two scholarship students from each senatorial district, two from each representative district, and forty-two from the State at large, can be admitted every year. Two additional teachers have been appointed, who are graduates of the college and of the Peabody Normal; special attention is properly given to drawing "as an educational means rather than as a superficial accomplishment," there being a growing demand in the graded school for those who can teach drawing. In the large and handsome building erected by the State at a cost of \$40,000 is a beautiful room designated as the Peabody Memorial Library, where are collected newspapers, reviews, and general and professional reference and text-books. The Legislature, for two sessions in succession, have appropriated \$4,000 to add to the usefulness of the Library.

John Stuart Mill said that what an educated youth needs on facts of history, "and on most other matters of common information, is not that he should be taught in boyhood, but that abundance of books should be accessible to him."

TENNESSEE.

The Superintendent, Hon. Frank Smith, submits a report, the material parts of which are given. Twenty-four Institutes were held, and of their work he says: —

"The Institutes for colored teachers at Union City and Covington were conducted by the white teachers, without extra charge, and were quite satisfactory. The plan was this: The colored teachers were in a separate building, and the teachers for the whites would take it by turns, each going to the colored Institute when not engaged at the white. In this way both Institutes were conducted at the same time, and by good men.

"I have not received reports from all the Institute conductors, but as far as heard from the work has been quite satisfactory, as much so as could have been expected by the present plan of conducting Institutes in this State. The plan will be very materially changed in the future.

"The most successful Institutes were those held at Knoxville, Nashville, and Jackson. More than three hundred teachers were enrolled at Knoxville, about two hundred and seventy-five at Nashville, and one hundred and twenty-five at Jackson.

"What is needed most is fewer Institutes, better conductors, and longer terms. To reach this desired end, I wish to submit the following plan.

"As soon as the schools shall have closed next year, or as early in June as possible, I wish to hold an Institute at the Peabody Normal College in this city, for the purpose of training Institute conductors.

"I wish to employ some of the best Institute men in the United States, and earnestly solicit your assistance in this regard, — this Institute to be of not less than two weeks duration, and four weeks if possible. Then I wish to establish three permanent summer Nor-

mal Schools, to be located at Knoxville, Nashville, and Jackson, — these schools to be in session for one month annually, with a regular course of study for the year, and when this course shall have been completed, to grant life certificates. Let no one be employed to conduct any Institute in the State unless he shall attend the Institute to be held at Nashville.

“This plan will not do away with the county Institutes ; but let them continue under county supervision, and be assisted by those who have been trained for that purpose, — one conductor to each county.

“There should be, as far as possible, a permanent faculty at each of the three summer schools above mentioned.

“I believe that if some such plan as this can be put into operation, better results will accrue from the Institute work.”

NORTH CAROLINA.

The most noticeable fact in the educational history of the State is the establishment of the State Normal and Industrial School at Greensboro', and its first year's successful history. The school is located on a beautiful ten-acre lot, donated for the purpose. The citizens of the town also generously voted \$30,000 in money in aid of the enterprise and for the erection of the necessary buildings. The faculty consists of fifteen teachers, besides assistants and tutors, — at the head of which is Charles D. McIver, a graduate of the university and a gentleman of teaching experience and of indomitable energy. The course of study embraces Normal, Business, Domestic, and Science departments. The buildings are well arranged, and the institution is already, in its infancy, provided with a well-selected library, a well-equipped gymnasium, a reading-room, and useful specimens and laboratories. Two hundred and twenty-three students were enrolled, and the number would have been increased if there had been sufficient dormitory accommodation. Ten were graduated. Criticism upon this apparently

hasty award of diplomas is lessened, if not disarmed, by the fact that all but one had been graduated from respectable institutions in the State. A diploma is a life license to teach in the public schools. The trustees, having taken the liveliest interest in the action of the State which resulted in a school marking a new era in the educational history of North Carolina, may well congratulate the State, teachers, and pupils upon such a prosperous beginning. The State makes regular appropriation for six colored Normal Schools; and the Peabody Fund has sustained Institutes for colored teachers at Warrenton, Salisbury, Greensboro', Goldsboro', and Elizabeth City. Several Institutes were held for white teachers, and the Superintendent, Hon. I. C. Scarborough, reports all of them as having been successful. "The negro teachers and people were greatly pleased at the recognition given them and the work done for them; the best men in the school work in the State labored for them faithfully and earnestly. The negroes asked me to thank you for making it possible for them to have a chance for this special training."

SOUTH CAROLINA.

The Hon. W. D. Mayfield, State Superintendent, sends his report so late that I can only extract from it a few statements. "When the Institute work is completed I shall have held forty in twenty-seven out of the thirty-five counties, — sixteen for whites and twenty-four for colored teachers, from which you will note that the colored race had a full share of the fund, as you requested. The attendance exceeds that of any previous year, and the work done has been progressive and continuous with that of the last two preceding years."

Clafin University, at Orangeburg, with its excellent management, continues its prosperous career, and is a valuable agency in preparing teachers for the colored schools.

The Winthrop Normal College has had a successful session. Its energetic and capable President must have much satisfaction in the growing usefulness and popularity of that institution. A year hence the college is to be transferred from Columbia to Rock Hill,—the latter city, in the competition for location, having given \$63,000 in money and thirty-two acres of land, on which is a beautiful building site.¹

Distribution of Income since October 1, 1892.

ALABAMA.

Scholarships in Peabody Normal College . .	\$2,045.00	
Teachers' Institutes	2,000.00	
Florence Normal	1,200.00	
Troy	1,200.00	
Tuskegee	500.00	
Montgomery	800.00	
		<hr/>
		\$7,745.00

ARKANSAS.

Scholarships	\$2,175.00	
Institutes	5,500.00	
		<hr/>
		7,675.00

FLORIDA.

Scholarships	\$1,100.00	
Institutes	1,400.00	
		<hr/>
		2,500.00

GEORGIA.

Scholarships	\$2,750.00	
Normal School, Milledgeville	1,800.00	
Institutes	2,050.00	
		<hr/>
		6,600.00

LOUISIANA.

Scholarships	\$1,637.00	
Normal School, Natchitoches	2,200.00	
Institutes	1,950.00	
		<hr/>
		5,787.00

¹ See Appendix B. for President Johnson's Letter.

MISSISSIPPI.

Scholarships	\$1,500.00	
Institutes	2,500.00	
	<u> </u>	4,000.00

NORTH CAROLINA.

Scholarships	\$2,777.00	
Normal School, Greensboro'	3,000.00	
Normal Schools and Institutes	1,600.00	
	<u> </u>	7,377.00

SOUTH CAROLINA.

Scholarships	\$1,364.00	
Winthrop Normal College	2,000.00	
Clafin University	1,500.00	
Institutes	1,000.00	
	<u> </u>	5,864.00

TENNESSEE.

Scholarships	\$3,550.00	
Institutes	2,000.00	
	<u> </u>	5,550.00

PEABODY NORMAL COLLEGE.

Salaries	\$12,800.00	
Library	500.00	
Unexpended Scholarships	150.00	
	<u> </u>	13,450.00

TEXAS.

Scholarships	\$3,162.00	
Sam Houston Normal	3,000.00	
Institutes	2,000.00	
	<u> </u>	8,162.00

VIRGINIA.

Scholarships	\$2,500.00	
Institutes	2,950.00	
Farmville Normal	1,450.00	
Hampton "	1,000.00	
Petersburg "	300.00	
	<u> </u>	8,200.00

WEST VIRGINIA.

Scholarships	\$1,590.00
Institutes	2,400.00
Normal Schools	1,000.00
	<hr/>
	4,990.00
	<hr/>
	\$87,900.00

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Sept. 30, 1893.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge ENDICOTT as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

Mr. EVARTS was appointed first Vice-Chairman of the Board in place of Governor FISH, deceased; and Bishop WHIPPLE second Vice-Chairman in place of Mr. EVARTS.

On motion of Chief-Justice FULLER, JOSEPH H. CHOATE, Esq., of New York, was unanimously chosen a Trustee to fill the vacancy caused by the death of Governor FISH.

On motion of Mr. MORGAN, GEORGE W. CHILDS, Esq., of Philadelphia, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. DREXEL.

On motion of Judge SOMERVILLE, the Hon. CHARLES E. FENNER, of New Orleans, was unanimously chosen a Trustee to fill the vacancy caused by the death of Senator GIBSON.

On motion of Mr. WINTHROP, President DANIEL C. GILMAN, of Johns Hopkins University, Baltimore, was unanimously chosen a Trustee to fill the vacancy caused by the death of Ex-President HAYES.

The Standing Committees were then appointed as follows:—

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, Hon. WILLIAM C. ENDICOTT, DANIEL C. GILMAN, LL. D., Hon. CHARLES E. FENNER, with the Chairman Mr. WINTHROP, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, President CLEVELAND, Hon. WILLIAM WIRT HENRY, GEORGE W. CHILDS, Esq., JOSEPH H. CHOATE, Esq., with the Treasurer Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. WINTHROP, in behalf of the Committee appointed at the last Annual Meeting to consider the final distribution of the Fund, reported that it was inexpedient at the present time to take any definite steps in regard to the matter; whereupon, on motion of Chief-Justice FULLER, the Committee was discharged from further consideration of the subject.

On motion of Judge SOMERVILLE, the following vote was unanimously passed, which drew forth a feeling reply by the Chairman:—

The Trustees of this Board desire to put upon record their sincere gratification that their venerable Chairman has been able to attend the present meeting, to cheer them by his presence, and to aid them by his large experience and wise counsels.

Adjourned to Saturday, October 7, at 11 o'clock.

NEW YORK, October 7, 1893.

The Trustees met this forenoon agreeably to adjournment.

There were present: Mr. WINTHROP, the Chairman, and Messrs. EVARTS, WHIPPLE, GREEN, COURTENAY, HENRY, SOMERVILLE, and ENDICOTT; and Dr. CURRY, the General Agent.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which Report was accepted.

Mr. EVARTS, for the Committee appointed yesterday, communicated the following minute, which was ordered to be placed on the Records:—

The Committee appointed by the Chair to prepare a minute expressive of the sentiments of the Board at the afflictive loss they have suffered by the death of four of their members since the last meeting of the Board has presented for insertion in the Proceedings of this Annual Meeting the following Report.

In the death of Hamilton Fish we have to lament the withdrawal from our number of one who from the institution of this charity under the appointment of Mr. Peabody has been one of its most honored members and First Vice-Chairman. Mr. Fish, born in the city of New York in 1808, has been for some sixty years one of its most distinguished and most public-spirited and useful citizens, discharging every social and public duty to which his own

sense of obligation and to which the community of the City, the State, and the Nation from time to time and in successive stages of high service have called him. As Governor of the State, as Senator of the United States, and as Secretary of State for eight years under President Grant, these elevated offices Mr. Fish filled with ability, with dignity, and with the general and hearty approval of his constituents, of the great political party of which he was a conspicuous leader, and of the people at large. Indeed, through long years marked by every private virtue, and made illustrious by many public services, Hamilton Fish stands in the eyes of all as an example of the sustained dignity of a noble life.

In the close relations which we enjoyed for more than a quarter of a century as members of this Board with our deceased friend and associate we found that the same qualities which had attracted the good opinion and respect of all in other relations of life were always and cordially placed at the service of the Board in all our labors and responsibilities. His wise counsels, his benevolent sympathies, were never wanting in the routine or in the more serious junctures of the great trust confided by Mr. Peabody to this Board for the administration of his munificent charitable endowment. So long as this beneficence shall be felt or remembered the name of Hamilton Fish will be honored by all who study the work and the fruits of George Peabody's philanthropy.

The sudden death of ex-President Hayes, without any premonition of advanced years or failing health, in the midst of his most active labors in the service of the Board, gave much poignancy to the grief of this bereavement, for which we were wholly unprepared. For fifteen years he had been most constant in his devotion to the interests of the Trust, from the first moment he, while President of the United States, was elected a member of the Board down to the date of his lamented death. Not only was he present

at all our Annual Meetings, but with most signal advantage to its power and influence in the portion of the country feeling the benefits of Mr. Peabody's benevolent charity, President Hayes accompanied Dr. Curry in some of his visits to the South, aiding thus our General Agent's valuable service in inspiring and confirming the zeal and constancy in these communities in the diffusion of education in its most useful forms.

President Hayes entered upon the Presidential office at the most dangerous juncture in the working of the national suffrage which the country has been called upon to experience. The study of that crisis and of the high qualities of courage, prudence, and patience with which his administration met the perils which surrounded it, and the calm temper and comprehensive patriotism which brought the stormy contentions to a prosperous issue,—these belong to the annals of our government and the public life of the chief magistrate who was called to his great office in these unruly times. That in the height of these contentions President Hayes should have been selected with so much personal warmth and affection for membership of this Board was as grateful to his feelings as it was for every member to express their full appreciation of the great character and conduct of their elected associate.

Since his retirement from the Presidency our honored associate has presented to his countrymen a signal example of constant and active employment in the highest sphere of philanthropic labors in the work of this Board, in the administration of the Slater Fund, and in open and practical efforts for the succor of the unfortunate and distressed upon the largest scale of benevolent sympathy. In this conduct of President Hayes his great public career both lends and gains lustre from this record of his private enlistment in these latter noble services to society.

The personal qualities of our lost associate and friend warmly endeared him to every member of this body, who

feel the sorrow of a personal bereavement in parting from him.

Next in length of service as a member of this Board we reach on our mortuary roll the name of Anthony J. Drexel,—the wise counsellor, the able financier; our associate, considerate and gracious in all intercourse.

His fitting eulogy, eloquent in its simplicity, truthful in its beautiful record, has already been written by one who all through life was so near to him as to feel the pulsations of his heart, and to know his highest thoughts, his noblest aspirations.

Ours is the softly pleasing though sad duty, not only to speak of our dead friend in his most useful association with this noble educational Trust, which he did so much to strengthen and expand, but to refer to his own splendid foundation, kindred in sentiment and purpose to that he so well served. With the lofty and generous promptings of a Peabody, he too had come to the knowledge, the enlarged privileges, the great power of wealth; and in his own lifetime, with clear vision and strong will he founded "The Drexel Institute of Art, Science, and Industry."

It is a most grateful privilege and duty to speak of Mr. Drexel in the dual relation of a Trustee of the Peabody Fund, and its legitimate fruitage, the founding of that Institute in Philadelphia.

Reared in his own lifetime, it may well be accepted as his testimonial of reverent gratitude to Heaven for the good gifts of earth; it is the evidence of his obedience to the sublime mandate,—Go, teach! It is his high conception of the true function of riches.

It is such an associate that we mourn with no ordinary sorrow; it is such a citizen we may point to with proper pride. His name will be inscribed and perpetuated on the honor roll of great philanthropists,—with Peabody, Stanford, Slater, as educational benefactors of their age;

and future generations, drinking at this pure fountain of knowledge, will revere the memory of one who in his own lifetime recognized the truth as to "the consecrated office of property," and who, blessed with means, used them generously for his fellow-men.

Youngest in years and the most recently elected to the Board, Randall Lee Gibson was the first to be marked for death of the four associates whose loss during the past year their survivors have to lament. We enjoyed the benefit and pleasure of our association with him for only four years. But this brief period had proved to us the wisdom and good fortune which had given us this companion.

A native of Kentucky, but a long time a citizen of Louisiana, which State he represented in the Senate of the United States at the time of his death, he took part in the cause espoused by his section of the country and as a brave soldier and an accomplished officer rose to high rank in the military service. Upon the close of the civil war, by the maintenance of the authority of the Government over the whole country, General Gibson was among the most prompt and the most earnest in accepting the results of the war,—the unity of the nation and the established Constitution. In this purpose his labors were constant and earnest to promote not only political harmony between all parts of the country, but good feeling and mutual respect among all classes of the reunited people.

An accomplished scholar and well trained for high influence in public affairs, possessed of a competent fortune, of a cheerful temper, and with social qualities which made friends everywhere, Senator Gibson brought to the services he undertook a wise and prudent statesmanship, quiet civil courage, and persuasive eloquence.

Our deceased associate had made himself conspicuous in the public eye for his active interest in promoting education at his home before a vacancy in our number

gave the Board an opportunity to gain the accession to our membership of one so admirably fitted by his own character and abilities to take part in the administration of Mr. Peabody's Trust for advancing the welfare of the Southern portion of our country. Already conversant with the needs and means of this service by his wise counsels in establishing on sure foundations the munificent endowment of the Tulane University and his supervision of its prosperous operation, our new associate seemed at once quite abreast of us in the purposes and the methods of the system upon which the Board had shaped and was pursuing the diffusion of knowledge among the beneficiaries of our Founder's beneficent provisions for the maintenance and advancement of education.

We can only deplore but we can hardly measure the loss this Board has sustained by the death of Randall Lee Gibson in the prime of his life and at the height of his influence.

Mr. HENRY offered the following:—

Our General Agent having in his Report called attention to the death of General SAMUEL CHAPMAN ARMSTRONG, Principal of Hampton Institute,

Resolved, That the Board deeply deplores the loss sustained by the cause of education in the death of General Armstrong, whose pre-eminent abilities as an educator were devoted to the uplifting of the negro and Indian races, and whose efforts in their behalf were crowned with signal success.

Mr. MORGAN made a motion that the sum of \$500 be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. GREEN, it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The other officers of last year subject to election were re-chosen.

It was also voted that the next Meeting of the Trustees be held in New York, on the first Wednesday of October, 1894, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may prove desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

1. The first part of the document is a list of the names of the persons who were present at the meeting.

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APPENDIX.

PEABODY NORMAL COLLEGE, NASHVILLE.

TO HON. J. L. M. CURRY,

General Agent of the Peabody Educational Fund:

I herewith submit my annual report as President of the Peabody Normal College, for the year 1892-1893.

Attendance.—The following table will show the attendance by States from the year 1875 to the year 1893 inclusive (see page 34).

Graduates.—At the annual commencement May 31, 1893, one hundred and forty-seven diplomas were granted as follows:—

Licentiate of Instruction, eighty-nine; Bachelor of Letters, six; Bachelor of Science, six; Bachelor of Arts, thirty-seven; Master of Arts, nine. Honorary degrees were conferred as follows: on Mrs. W. B. House, Superintendent of Schools, Waco, Texas, the degree of Master of Arts; on Professor B. B. Penfield, of the Normal College, the degree of Doctor of Philosophy.

The most significant fact in the above enumeration is the graduation of fifty-six students with university degrees. It shows a decided tendency on the part of students who have taken the lower (L. I.) degree to lengthen their period of residence, and indicates the upward growth of the school into an institution of the collegiate grade. I have assumed that it is the wish of the Peabody Board of Trust that this school, as its name indicates, should be brought fairly within the category of collegiate institutions; and to this end its course of study, both general and professional, has been raised as rapidly as the situation would warrant. It is a reasonable expectation that the Peabody Normal College should outrank the ordinary Normal School both in its gift of general scholarship and in its grade of professional instruction. As time goes on, it should recruit the permanent teaching profession of the South with men

STATES.	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893
Alabama.....	3	7	6	12	12	11	12	10	14	13	16	19	26	23	32
Arkansas.....	4	6	7	9	7	5	9	8	10	11	12	14	18	21	23
California.....	1	.....
Florida.....	2	2	8	11	12	6	5	5	5	1	2	1	2	2	.....	11
Georgia.....	10	15	20	23	23	14	14	12	14	15	15	22	38	39	37	36
Indiana.....	1	.....	.....	1	.....
Indian Territory.....
Iowa.....	1	.....
Kentucky.....	2	.....	.....	1	1	3	4	2	4	3
Louisiana.....	2	2	.....	.....	7	6	4	5	8	9	9	11	17	13	13
Michigan.....	1	.....
Minnesota.....
Mississippi.....	7	12	14	17	14	15	14	7	.....	.....	1	2	9	6	13
Missouri.....	1	1	.....	.....	.....
Nebraska.....
New York.....
North Carolina.....	3	6	6	13	12	11	12	15	15	15	19	24	26	27
Ohio.....	1
South Carolina.....	6	8	7	6	6	7	8	10	10	13	13	11	13	20
Tennessee.....	59	91	94	87	53	60	62	55	59	66	57	73	69	151	203	216	251	311
Texas.....	6	12	14	17	9	7	7	8	10	10	10	13	20	29	32
Virginia.....	1	.....	7	5	8	9	8	11	9	15	14	15	16	16	17	20	22	22
West Virginia.....	3	3	3	5	6	6	9	12	15	19	15
Total.....	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560

and women of scholarly instincts and attainments, who are sufficiently versed in the history and science of education to become the leaders of public opinion in the organization and maintenance of sound systems of public instruction.

In their origin, the degree of Bachelor, Master, and Doctor were professional degrees, or licenses to teach; and to-day, especially in the South, the possession of a university degree by teachers is a prerequisite to professional standing. I have therefore held out to our students all proper encouragement to prolong their courses of study and to earn degrees that will give them rank and standing in their profession.

In making scholarship appointments, the policy of giving precedence to students who have been in the college for one year or more at their own expense has been the chief factor in lengthening the period of residence, and so in raising the grade of the school towards its name. The hope of this reward is a wholesome stimulus to industry and self-denial, and is yearly sending to the college many of its strongest and most hopeful students. This mode of making appointments meets with almost universal favor. In a very few instances there is a disposition to use scholarship appointments as a means of patronage, and in such cases the recommendations coming from the college are not regarded with favor.

Scholarships. — The new system of scholarships, which reduces their value to one hundred dollars each and the student's actual railroad fare to Nashville and return, has now been fairly tested, and may safely be pronounced satisfactory in all respects. The smaller sum is sufficient to bring the school within the reach of students whose resources are limited, puts a little heavier tax on individual effort, and gives the school a stronger and more devoted body of students. The number of competitors for vacant scholarships is increasing rather than diminishing, and in some instances the pressure on State superintendents for these places is the source of serious embarrassment.

The re-admission of Florida and Mississippi to scholarship privileges has been welcomed with profound satisfaction and gratitude by the citizens of these States. As the State superintendents could not be notified of their respective quotas till after the opening of the

college year, there was necessarily some delay in filling them ; but the students sent were of a superior quality, and in the end will overcome the difficulties arising from their late entrance.

In making the redistribution of scholarships among the States, an element of uncertainty in the calculation of numbers was the students' railroad fare. Results have shown that on the whole this item was underestimated ; but it will appear from a table supplementing this report that the expenditures on scholarship account have been kept well within the stated appropriation, the unexpended margin for the year being \$1010.56.

Winthrop Model School. — In more ways than one this school of observation has justified the wisdom of its organization. A school of children closely connected with an institution where adults are being educated in the art of teaching is a wholesome corrective of errors into which students of a higher grade are likely to fall when they attempt to teach those who are considerably younger than themselves. College students naturally imbibed the methods by which they have been taught, and unconsciously transport them into schools of a lower grade unless they are frequently reminded of the methods which are adapted to children. The school which our students are to reproduce when they enter the public-school service is not the college from which they have been graduated, but in most cases a school of younger pupils, in which different subjects are taught and different methods employed.

The Model School as organized last year consisted of eight grades, covering the primary and grammar departments of the typical public school. The course of study has now been extended so as to include the first and second years of a high-school department ; and beginning with the session of 1894-1895, the present Freshman studies in the college will be discontinued, and all students who are not able to enter the Sophomore class as now organized will be classified in this high-school department of the Model School. At the same time the courses in the college will be extended so as to put an interval of two years, instead of one as now, between the Licentiate and the Bachelor's degrees. While true to its main functions, the Model School will thus serve as a means of raising the grade of the college by relieving it of students not mature enough to undertake college work proper.

The Art School. — Beginning, three years ago, with instruction in drawing and the elements of painting, this department of the college has grown in numbers and in interest till its work has become a marked feature in the general scheme of instruction. In its lower work its aim is to train students capable of giving thorough instruction in drawing, which by common consent has now become a universal study in our better public schools. The aim of its higher work is not to train artists, but to create a taste for the beautiful in art and the ability to appreciate and enjoy the work of artists. The extension of the Model School has displaced the classes in drawing and painting, and more commodious quarters have been fitted up in Lindsley Hall.

Library Exhibit. — One of the most notable and enjoyable events in the history of the college during the last year was the Library Exhibition, consisting of the following departments: The Cataloguing and Classification of Books; Old Books and Book Curiosities; University Records; Art Books and Engravings; Materials used in Binding; Fine Bindings; Author's Manuscript and Proof; the Stitching and Binding of a Book; Model Libraries. The purpose sought, and realized in a large degree, was to interest students in books, and to create a taste for book treasures and some skill in the selection and purchase of books.

The beneficent influence of the Library is being felt more and more, and its growth, as an indispensable agent in the perfecting of the college, is one of the objects nearest my heart.

Public Sentiment. — Through the Model School, the Art School, and the Library, the college has been brought into pleasant and helpful relations with the people of Nashville, and the evidences of a hearty respect for the school as an institution of learning by our foremost citizens are a source of the highest encouragement and a stimulus to better efforts in its behalf. I think it a high and unmistakable compliment to the college that so much of its patronage is local, that its standing is so high in the estimation of those who have the best means of knowing both its excellences and its defects.

Health. — During my entire connection with the college the general good health of its students has been to me a source of profound satisfaction. During this period some deaths have occurred,

but relatively they have been very few. During the past year, out of an attendance of five hundred and sixty, there was not a single death, and only a very few cases of serious illness. This result is to be attributed to the general healthfulness of Nashville, and also to the physical training which our students receive in the Gymnasium. Systematic exercise of this character, under the direction of skilled specialists, is a required element in the course of instruction and a happy offset to the fatigues and dangers of prolonged study. The increase in attendance has now outgrown the narrow accommodations of the Ewing Gymnasium, and I trust the time is near at hand when a new and larger building can be provided.

Improvements. — During the current vacation long-needed improvements have been made in the college building that will bring added happiness and comfort to our students. The college and Lindsley Hall have been supplied with new windows; the chapel has been refrescoed and painted; two seminary rooms have been added to the Library; spacious rooms have been fitted up for art purposes, and the general effect of halls and class-rooms made attractive and pleasing. A place where teachers are being educated cannot be made too good; and I rejoice that with such slender means at its disposal for such purposes the college has been able to do so much to make the memories of student life a joy and an inspiration.

Harmony. — The cordial and helpful relations of the three governing Boards to one another have not only been undisturbed during the past year, but the spirit of co-operation has become more and more manifest. There has been no clash of authority, no division of opinion or of interest, no divergence in respect of policy. With scarcely a dissenting vote, the last General Assembly of Tennessee continued its annual appropriation of fifteen thousand dollars to the college, and all the proceedings of the State Board have been marked by uniform courtesy and liberality. The University Board not only expends its revenues but taxes its credit in behalf of the college, and spares no effort to make buildings and grounds more attractive and comfortable.

Birthday Celebration. — On May 12 the eighty-fourth anniversary of Mr. Winthrop's birthday was celebrated in the chapel by faculty, students, citizens, and visitors. The stage was tastefully

decorated with flowers ; Mr. Winthrop's portrait bore a wreath of roses ; and complimentary addresses were made by Ex-Governor Porter of Tennessee, Governor Northen of Georgia, Hon. J. L. M. Curry of Washington, Hon. John G. Harris, Superintendent of Public Instruction of Alabama, Hon. F. M. Smith, Superintendent of Public Instruction of Tennessee, Rev. Dr. Witherspoon of Nashville, and Dr. Hume of the University of North Carolina. The services were simple and impressive, and both the day and the occasion will long be remembered by those who came to do honor to Mr. Winthrop.

Progress in Education.—Rapid progress is being made throughout the South in the maintenance of public schools, and a rising tide of popular sentiment is daily gaining strength in their support. The quality of the instruction given is steadily rising as the influence of Normal Schools and Institutes is becoming effective. The State school systems are managed by men who are thoroughly devoted to the cause of popular education, and with the resources at their command their achievements are almost heroic.

The most pressing problem is the professional education of teachers, and the attention of public-school men is now directed to the organization of Normal Schools and Teachers' Institutes. The Institute being an extension of the Normal School, it is the only agent that can affect the great mass of those who teach in the public schools, and its management has therefore become a matter of the first importance. I have quite recently made a professional visit to Mississippi ; and the Institute system of that State, as administered by State Superintendent Preston, seems to me the typical one. At Oxford there was a two weeks' session of an Institute for the training of county Institute instructors. These men were taught by a specialist, Dr. Greenwood, of Kansas City ; and after their training was over they went two by two into the counties of the State and conducted Institutes in accordance with the ideas and methods which they had been taught at Oxford.

This item of current history seems to me worthy of special note, because it indicates the new spirit which is now fostering the public school in the South.

The Future.—I think it may be anticipated that my next report will show some falling off in the membership of the college, result-

ing from the financial stress from which the country is suffering, and from the fact, already stated, that a higher standard of admission has been adopted ; but it may also be expected that when our wonted prosperity returns, the higher standing of the college will invite a superior class of students, and in numbers perhaps more than sufficient to offset the losses which I have anticipated.

Ever grateful for your numberless courtesies and good offices, I am, most respectfully,

W. H. PAYNE,
President.

WINTHROP NORMAL COLLEGE.

COLUMBIA, S. C., September 14, 1893.

HON. ROBERT C. WINTHROP:

DEAR SIR, — It occurred to me that it would not be out of place, just before the opening of the eighth session of the Winthrop Normal College, to give you, the President of the Peabody Board, a few facts concerning the institution which owes its life to your Board, and which now receives generous support from it.

The college closed its seventh session June 16th last. In its seven years of existence it has sent out one hundred and fifty-seven trained teachers, who are teaching successfully in this and other States. The graduates are in demand, and readily secure good positions to teach.

Our enrolment last session was the largest in the history of the school, — every county in the State being represented. The institution is strictly professional, and we are strict in our admission requirements. Of the sixty-six students admitted last year, eighteen were graduates of colleges or high schools, forty-eight had attended such institutions, and twenty-nine had taught school. The average age of the class was twenty years.

These facts explain the earnestness of the students, and their conscientious devotion to duty. They come to the college with a settled purpose, and strive to realize it.

A reading-room, supplied with the newspapers of the State, leading educational journals, and select magazines, was established in the college last session.

The college library contains a large number of valuable books, and continues to grow, chiefly through donations of books and money from yourself.

During last session the course of study was extended from one to two years, thus increasing the scope and thoroughness of the instruction and training given. It has also enabled us among other things to provide more time for the important subject of manual training, which is being so generally introduced into the schools of the land, and a knowledge of which the progressive teacher is therefore expected to have. In addition to industrial drawing, designing, paper-folding, and cutting, and moulding in clay, instruction in sewing has been begun upon a basis which has proved successful in many leading schools of the country. As soon as possible it is expected to provide for the teaching of cooking.

A large and comfortable boarding-house for the exclusive accommodation of the students is under control of the college.

The Practice Department, where student-teachers observe expert teaching and are given practice in teaching children in different grades of school-work, has been improved. There were enrolled in it last session ninety children.

The Alumnæ Association meets once a year, and is in a flourishing condition. It is an important factor in the dissemination of a knowledge of the advantages of the college and in promoting its growth. The next session will open September 27th, and the outlook for attendance and for still broader and better work is bright.

The Legislature last winter added \$2,000 to the usual State appropriation for the school, and we have thus been able to increase our teaching force, and to enlarge materially our facilities for teaching for the coming year.

The growth of the college in the seven years of its existence has been very gratifying. In 1886, through financial aid from the Peabody Board, we organized it without any State recognition, with a Faculty of only two members, a few students from three counties, and with but one schoolroom. It has now developed into a full State institution, with a Board of Control elected by the Legislature, and with a Faculty of seven members, a student body composed of representatives from every county in the State, and with two large

and conveniently arranged buildings for the work. The growth of public sentiment in favor of trained teachers, in the mean time, has been very marked. The demand that teachers shall be professionally trained for their work is very general in this State now.

In adopting the Winthrop Normal College as a full State institution, the Legislature provided for the carrying on of industrial training in connection with normal training. It was provided that this enlarged institution should be located in the place in the State making the best offer for it, and offering the most advantages for its location. After a most spirited contest between four of the leading communities, the young and progressive city of Rock Hill carried off the prize. Its offer was \$60,700 in money and \$28,062 in a thirty-acre site, and in brick and building material. The site is beautifully located on high ground in the city limits, and could hardly be improved upon.

Rock Hill is situated in the upper part of South Carolina, near the foot-hills of the Blue Ridge mountains, and has fine water, a healthful climate, and, on account of its railroad connections, is easy of access from all parts of the State. The people are energetic and public-spirited, and are noted for the way in which they work together for the success of all their public enterprises. With all of its natural advantages of climate, water, and geographical position, and with the fine public spirit and sentiment of its citizens, and with this great State educational institution for girls located within its borders, it is destined to become a most important city of this commonwealth.

An architect has been elected; and the plans for a great main building to contain some forty rooms exclusively for school work, none of them for dormitories, are being matured. The making of brick, quarrying of stone, and preparations for the laying of the foundations are all being pushed forward at Rock Hill.

The present outlook is that the buildings will be ready for the removal of the institution to Rock Hill in the fall of 1894.

The Act adopting the Winthrop Normal College as a State institution, and creating the full Normal and Industrial College, while making ample provision for the teaching of the industrial arts, emphasizes the training of teachers; and the Board of Trustees feel that there is no work more important than the preparation of skilled

instructors for the common schools of the State, in which over two hundred thousand of the State's children are being educated at an annual public expense of nearly five hundred thousand dollars.

Teaching is the highest "industry," and offers the broadest field of work for woman in this section of the country; and teacher-training will of necessity, therefore, be the dominant idea in the new institution, and it will thus conform to the purpose of the Peabody Fund as determined by the Peabody Board.

I believe that the institution as outlined and provided for by Act of the Legislature has a great future before it.

Very truly,

D. B. JOHNSON,
President.

THIRTY-THIRD MEETING OF THE TRUSTEES.

NEW YORK, October 4, 1894.

THE Trustees met at the Fifth Avenue Hotel this day, October 4, at 12 o'clock, noon.

There were present: Mr. EVARTS, the First Vice-Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, FULLER, HENRY, SOMERVILLE, ENDICOTT, CHOATE, FENNER, and GILMAN; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE.

Dr. GREEN, the Secretary, read the following address by Mr. WINTHROP, the Chairman, who had expected to be present on the occasion and to have delivered it in person, but who was prevented at the last moment from attending the meeting:—

GENTLEMEN OF THE PEABODY BOARD OF TRUSTEES:

You will not have forgotten that when we met here, on the 6th of October last, it was my sad duty to make formal announcement for our records of the deaths of four

of our most distinguished and valued associates, — Governor Hamilton Fish of New York, Ex-President Rutherford B. Hayes of Ohio, United States Senator Randall L. Gibson of Louisiana, and Anthony J. Drexel, the eminent banker, of Pennsylvania. Appropriate tributes were paid to their memories, and the vacancies which their deaths had created in our Board were filled by the election of the Hon. Joseph H. Choate of New York, Hon. Charles E. Fenner of Louisiana, President Daniel C. Gilman of Maryland, and George W. Childs, Esq., of Pennsylvania. All of these gentlemen accepted the invitation to join us, and were enrolled as members of our Board. Three of them are present with us this morning, and I welcome them personally and officially to our Council.

But one of the four, alas! is not here to take his seat. George W. Childs died at Philadelphia on the 3d of February last, and it is only left for us to give expression to our respect for his character and our sorrow for his loss, and to proceed to fill the vacancy which his lamented death has occasioned.

Of Mr. Childs, I can honestly say that few selections of members of our Board from the beginning have afforded me more personal satisfaction and gratification than his. Exactly twenty years my junior, — for our birthdays, as he often reminded me, were on the selfsame day of the month of May, — he was young enough to wait until Charles Macalester and Anthony Drexel had served their time and passed away; but I had long looked forward to his becoming a Peabody Trustee, and remaining one to the end of the Trust. He was a special admirer, as well as a personal friend of Mr. Peabody, who, not long before his own death, had given him one of his large portraits in remembrance of their friendship. Nor will it be forgotten by any one present on the occasion, that more than twenty years ago,

when our Annual Meeting was held in Philadelphia, in 1871, Mr. Childs gave us a sumptuous banquet, with more than a hundred guests, including all the most eminent men, political, mercantile, military, literary, and ecclesiastical, of Pennsylvania. He was peculiarly a man of the George Peabody type, full of benevolence and beneficence, always devising, and always doing, good and liberal things, and whose philanthropy and hospitality were known far and wide, at home and abroad. How many eminent and noteworthy persons of our own country, and of almost every other country, he has delighted to welcome and entertain in Philadelphia and at Bryn Mawr! Meantime, what a liberal and loving provision he was continually making for the poor of his neighborhood, and especially for the printers, among whom, like Franklin, he was proud to include himself! He will be remembered abroad by his windows in Westminster Abbey and St. Margaret's, or his Shakespeare Fountain at Stratford-upon-Avon, or his Reredos in Winchester as a memorial to good old Bishop Ken. But at home, loving-kindness has, if I mistake not, been inscribed on the tablet to his memory at Elberon, as his chief characteristic. His provision for a decent burial and grave for the poor printers and their apprentices will be recalled with a tenderness which painted windows and marble fountains, however appropriate and appreciated, will fail to excite. I might dwell on his contributions to the press, as the proprietor and editor of the "Ledger," as one of the biographers of his special friend, General Grant, and as the writer of many interesting and pleasant recollections at home and abroad, but I leave all further notice of him to others on this occasion, and turn to a few words on the great work in which we are associated.

I need not detain you long, however, by any review of what has been accomplished by our Trust during the

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1 { past year. The Report of our untiring General Agent will immediately follow these introductory remarks, and will furnish the authentic details of all that has been done under his own vigilant supervision, — without which, indeed, nothing has been done. The year has in many other ways been a most discouraging and depressing one. To say nothing of the intensely exceptional heat of some of the latter months, and of the drought which has so much impaired not a few of our crops, there have been peculiar causes of disquietude for every patriotic heart. The protracted
2 { and almost interminable wrangling of Congress as to free trade and protection, and the long uncertainty as to what might be the outcome of this untoward struggle, the depression of almost all values, the derangement of so many branches of industry and so many channels of transportation and travel, the gathering and marching around the Capitol at Washington of so many idle and unemployed men, dissatisfied with their condition and wages, the organized railroad and labor strikes in the near as well as in the far-off Western States, with the avowed design to overawe the Government, if not absolutely to overthrow everything like law and order, — have occasioned apprehensions and alarm which could not easily be repressed, and which ought never to be forgotten. Alarms and apprehensions are happily at an end for the present, and our rulers and our people have shown themselves ready and able to confront and effectually crush all movements looking toward rebellion and anarchy. A lesson, however, has been given, to be carefully studied, and dangers in the future have been revealed, we trust to be seasonably guarded against.

Meantime, we may well rejoice that the great cause of popular education, so far as it is in our hands, and which is the basis of all our best hopes for the future, has met

with no check. In the whole wide field over which our own work extends, there has certainly been seen nothing but successful and most encouraging progress. In our early efforts we were specially called to contend against illiteracy ; but illiteracy has gradually yielded, and is still steadily and surely yielding, to our free common-school system.

The time has not quite yet arrived, Gentlemen, for reviewing the full work of the Peabody Trust. Its earlier years, under the General Agency of Dr. Barnas Sears, were employed in the establishment and development of this free common-school system in all the States over which our Trust extended. In these latter years, under our present General Agent, our attention and our efforts have been mainly directed to the higher education, and especially to the training of teachers. The Summer Institutes have been, and still are, among our most effective agents in this line, and they have been rendered more and more effective from year to year by Dr. Curry's careful supervision. Meantime, important and permanent institutions have been established in more than one State by means supplied annually from our own Peabody Fund, or under our immediate instigation and influence. Of these, our grand Normal College at Nashville, Tennessee, stands foremost. Of this it will be enough for me to say here now, what was said of it by its accomplished and eminent President, Dr. William H. Payne, in his memorable Address at the ceremonies of the Peabody Normal on the 11th of May last (1894): "One word more, and I am done. This college year is very near its close, and at its very close I feel sure I can say what I know is true now, that in all important respects this is the very best year in the history of the Peabody Normal College since I have known it; and when I have told Mr. Winthrop this fact, I think

it will be the crowning happiness of his Eighty-Fifth Anniversary."

Could I be assured that Dr. Payne's health was as well cared for as that of the institution over which he so ably presides, I should have nothing more to ask of the local Trustees with whom he is associated.

Another of the important institutions which have been established under our influence, and which have received material help from our funds, is the "Sam Houston State Normal School" at Huntsville, Texas. The latest Report of this thriving and excellent Institute gives the following account of its rise and progress: "At the earnest solicitation of Hon. George Peabody and Hon. Robert C. Winthrop, — Dr. Barnas Sears, General Agent of the Peabody Education Fund, spent the winter of 1878-79 in Texas, laboring earnestly to aid in creating an efficient school system for Texas, destined soon to become, as they foresaw, the Empire State of the Union. One of the results of his labors . . . was the establishment of the Sam Houston Normal Institute. . . . The institution is greatly indebted, not only for its establishment, but also for its continued success, to the liberality of the Trustees of the Peabody Education Fund, the General Agents, Dr. B. Sears and Dr. J. L. M. Curry, having done everything possible to foster and build up a Normal School worthy of the great State of Texas."

The importance of this institution to our national educational system may be estimated by the fact that the aggregate enrolment of pupils during fifteen sessions or years is set down in this latest Report as having been 3,945, — while the total enrolment of both sexes in this Institute for the last year (1893-94) is 525.

The Annual Report of the Local Board of Directors, dated in May last, contains the following paragraph: —

"The year has been one of unexampled growth and prosperity. Five hundred and twenty-five students have been enrolled, being an increase of one hundred and seventeen over the preceding year."

I pass to two other most interesting and admirable institutions, both of which have received annually some substantial aid from our Treasury. They are the Tuskegee Normal and Industrial Institute, under the Presidency of Mr. Booker T. Washington, at Tuskegee, Alabama; and the Hampton School in Virginia, so long ago founded, and so ably and continuously conducted, by our late lamented friend, General Samuel C. Armstrong. The latter institution is both for Indians and negroes. The former is for negroes only. Both of them have done very important work in their own lines, and it is to be earnestly hoped that both may go on prospering and to prosper.

But I may be pardoned for dwelling longer on the Training College, which was organized as a school by President D. B. Johnson, in November, 1886, and which has now been conducted by him at Columbia, South Carolina, until it has been adopted by the State, under the name of "The Winthrop Normal and Industrial College of South Carolina," for the higher education of woman, and especially for the training of female teachers.

It is now in process of being moved to Rock Hill; and a spacious and elegant building will be completed for its reception in the course of the next year. The Superintendent of Education in South Carolina, Hon. W. D. Mayfield, says in his report to our General Agent, that "it will be the largest Woman's College of the kind in the Union." The Proceedings on the laying of the corner-stone, with the eloquent address of Governor Tillman, the vigorous oration of Mr. Jones, the Speaker of the South Carolina House of Representatives, and the striking Dedicatory

Ode of Professor St. James Cummings, of the Citadel Academy, have been printed and circulated far and wide; and they have given an interest and an impulse to women's education in South Carolina which can hardly be exaggerated. The College at Rock Hill will co-operate with the Clemson College at Fort Hill, and our own great Peabody College at Nashville, in securing all the education for both sexes as teachers which can be called for at any early day. We cannot but remember with pride that President D. B. Johnson, in his Annual Report, in December last, has recalled the fact that this College, now in the way of becoming so conspicuous, so important and destined to such high ends, was originally organized in 1886, *through financial aid from the Peabody Board*, and that it may thus be primarily counted among our own work.

An article in the August number of the "New England Magazine" says that "the history of the higher education of women covers barely a century. The way-marks of its progress are easily recited. The Troy Seminary under Mrs. Willard, Miss Beecher's School at Hartford, the Georgia Female College at Macon, and others of this type; Mount Holyoke and Elmira, marking a distinct advance; Vassar representing a still higher plane; this followed by Smith, Wellesley and Bryn Mawr; until the Harvard Annex and co-education in the Universities form what one would call the brilliant close,—except that in human progress there is no close: it is a story without an end." But surely South Carolina is not to be omitted from having made one of the most important and conspicuous contributions to this "brilliant close," if so it is to be called, as we by no means agree. The higher education of woman and her contribution to the education of the country are only in their beginning, and their results remain to be developed. South Carolina may well

be proud of the part she is taking in a cause which can have no close in our day and generation. But I will detain you no longer from the pleasure of hearing the Report of our General Agent, Dr. Curry.

Mr. EVARTS expressed his deep regret at the enforced absence of Mr. WINTHROP, who so rarely misses a meeting, and who always gives such a clear and concise survey of the work of the great Trust. He welcomed the three new Trustees of the Board, — Messrs. CHOATE, FENNER, and GILMAN, — who were now present for the first time, and he also paid a fitting tribute to the memory of Mr. CHILDS, who had died since his election last October.

At the conclusion of Mr. EVARTS's remarks, on motion, it was voted that Bishop WHIPPLE, Governor PORTER, and Mr. MORGAN be a Committee to prepare a minute for the records in relation to Mr. CHILDS.

On motion of Mr. HENRY, it was —

Voted, That the Board wish to record their deep regret at the absence of their beloved and venerable Chairman, the Hon. ROBERT C. WINTHROP, on account of feeble health. They sincerely hope that the cause of his absence may be only temporary, and that in the future they may have the honor, pleasure, and profit of his presence.

Dr. CURRY, the General Agent, presented his Report, which was accepted and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

DURING the past two years there has been much activity in the discussion of educational questions. The wisest educators have been much dissatisfied with the wastefulness in time, money, and opportunities, the disproportion between means and results, and the unscientific processes and courses of study which had apparently become fixed and unimprovable. In the period mentioned, there has been a most profitable revival of interest in the whole range of education, from the kindergarten to the university. A committee, growing out of the National Educational Association, known as the Committee of Ten, has elicited a series of papers, which constitute a valuable treatment of progressive educational work, in the exposure of defects and in showing the proper relation and co-ordination of secondary and higher education. Criticisms and controversies have been in the most liberal spirit; and while divergences of opinion were expected, perhaps desired, many recommendations may be considered as assured.

The question which has been chiefly in issue was as to the educational value of secondary branches and methods, the weakest part of our school system; but it necessarily widened into the nature and limits of elementary, secondary, and higher education, the "comparative educational values of the general branches, and the necessary order of

evolution of said branches, and their adaptation to the several stages of maturity that the pupil reaches in the secondary school." Dr. W. T. Harris thinks that the investigations which have been stimulated will enable us to enter on "a new and more scientific epoch of educational theory and practice."

Running through all the papers is the confession of imperfect or deficient teaching in all departments of work. This is of special interest to the Trustees, as the Fund is now almost exclusively used in the training of teachers. Attention is invited to the Reports of the State superintendents. The Institutes have been conducted with unusual vigor, and in Tennessee and Mississippi have been supplemented by special efforts for the benefit of future conductors of Institutes. What is true of nearly all Normal Schools is painfully true of Institutes. Teachers as well as students are unprepared for professional instruction. On the part of those seeking and desiring the special instruction, a knowledge of the different subjects to be taught should be presupposed. The students in a Normal School, and much more the teachers in Institutes, should have a fair academic knowledge of the various branches of instruction, so that they may devote themselves to strictly professional work, and get a teaching knowledge of subjects, and become masters of the most approved methods. If teachers are to teach in an intelligent and competent manner, they should have had a training above and different from the mere scientific knowledge which they are to impart or awaken a love for. Subsequently, there should be steady growth in professional skill, in knowledge, and in intellectual strength.

The States make slow progress in acting on the principle that superintendents should hold office during good behavior and growing efficiency, and that successful admin-

Administrations of school affairs should be continued. Uninterrupted tenure and "immunity from the demoralizing influences of recurring political contests and from the exigencies of partisan politics" are strong reasons for retaining good superintendents, and refusing to yield to the absurd claim of rotation in office and the consequent contempt for business administration. The school system, in its purely administrative functions, differs in no essential way from a railroad or a bank; and persons in the one, as in the others, should be chosen and retained for ability to render the required service. Whatever may be said of Civil Service Reform in political offices, here surely it needs recognition and acceptance. School systems should be divorced absolutely from politics; and in the analysis of the causes which admit ill-trained and incompetent teachers and superintendents, politics and nepotism would be found to be potential elements.

Since our last meeting the General Agent has accepted invitations to address the Legislatures of Georgia, Mississippi, and Louisiana. On these and other public occasions an effort has been made to raise the standard of citizenship by insisting that pupils in schools sustained by compulsory taxation should be carefully instructed with reference to the obligations of citizenship. It should be an American maxim that good government is attainable only through good citizenship. The frequency of lawlessness in different parts of the country, and the tendency to exploit destructive dogmas, show a failure to understand that personal liberty, the right to labor for reward, to hold property, are dependent upon the restraints and the protection of equal and stable laws. Popular government and individual freedom do not mean that the will of the majority of State or Nation, whenever, wherever, however expressed, is to be accepted as having the sanction

or authority of law. For a stronger reason, the will of a neighborhood or of a class is lacking in all the essentials of judicial procedure, or of rightful executive and legislative action. Whether laws be insufficient, or wrong, or oppressive, is not the question put in issue by mobs and riots. One might concede all that is asserted by the discontented as to inequality of rights and privileges, as to governmental discriminations, as to the law's delay and the escape of the guilty from merited punishment, and yet insist that law must be enacted, adjudicated, and executed in an orderly, preordained manner, by the deliberate action of the constituted authorities. (Law, as it is, as found in organic and legislative statutes, and interpreted by the rightful tribunals, is paramount. The will of every citizen of the United States is not law until that will has been formulated and enacted into statute by the prescribed agencies. Otherwise, our governments are not representative and constitutional, but loose democracies.

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School-children should be taught the rights and the concurrent duties and responsibilities of co-equal citizens; that civil servants are the agents of the people for the public good; that law, properly enacted and enforced, is the only basis of security and order; that illegal means to an end is a retrogression in civilization and freedom, and that each citizen is to be the guardian of the rights of every freeman. A pupil should not leave the public school without some clear idea of the obligations of citizenship, and of his individual duty to civil society and to the State. In many schools, Civics is now taught, and Dr. Henry Randall Waite defines it as "the body of knowledge or science which devotes itself to the consideration of citizenship relations, including the reciprocal relations of government and citizenship. Civics seeks to co-ordinate, as parts of an integral science, the essential truths with which the

citizen must be familiar in order to the best use of his powers and privileges."

I need hardly commend to your careful reading the Report of the conscientious, laborious, and scholarly President of the Peabody Normal College. It is so able and complete that little remains to be added. An interesting feature is the partial account of the history of the College as ascertained from the lives of the alumni. When this work is completed, it will be the best demonstration of the invaluable benefits of the Institution. Much attention has been given, in past years, to the physical development of the students, and with marked beneficial results. This body-building is intimately allied with mental and moral edification. The gymnastic appliances of the college are meagre, and I venture to suggest such co-operative action between the State of Tennessee and our Trustees as will secure a more suitable building, better appliances, and such conveniences as are absolutely required. The eighty-fifth anniversary of Mr. Winthrop was celebrated in the chapel by offerings of spring flowers, songs, and appropriate essays and address. The last was handsomely printed, and sent to the Trustees and to many other friends of our beloved Chairman.

WEST VIRGINIA.

The Hon. Virgil A. Lewis, the Superintendent, says :—

"Our Institute work this year has been the most successful in the history of our State. A uniform course of Institute work for the entire State has been prepared as per your suggestion of last year. Instructors made themselves familiar with it, and the result in popularizing the work is seen in the fact that we have an increase in the attendance of 1894 over that of 1893, the surprising number of 1,322, a number exceeding any previous enrolment in the State by more than 1,200.

"A new era, marked by earnestness and zeal on the part of the teachers, and of a healthy public sentiment on the part of the people, is now upon us, and much, very much, of this good work which has come upon us is due to the liberality of yourself and trustees with whom you are associated. On behalf of our people permit me to express sincere thanks for the generous contributions which have come to us from you. Our State Normal Schools continue to grow in popularity, and there is an attendance of 991 students."

Dr. A. D. Mayo, so gratefully known for his long-continued and most valuable services in the cause of Southern education, has made a number of lectures and addresses during the year, and he has given me most cheering account of the condition of public schools.

ARKANSAS.

The State Superintendent, Hon. J. H. Shinn, reports two Normal Schools with a session of nine months each, twelve District Normals with sessions of three months each, and eight District Normals with sessions of one month each, in which 1,525 pupils were enrolled. The State contributes \$3,000 to the support of the District Normal Schools, for white and black, and \$5,000 for the colored Normal School at Pine Bluff. "This is an excellent school, and its session of nine months made it impossible for me to maintain another long term school for that race;" but four schools were opened for three months, and they reached about 325 teachers. "This, added to the number at Pine Bluff, will show about as great a number, in proportion to census population, in attendance upon these training schools as upon the white Normal Schools. Besides the work above stated, each examiner is required to hold an Institute of ten days each year, upon whose sessions each teacher is required to attend, and for which

he is allowed his time. During the last year, more than 5,000 teachers were found in these short schools. The interest throughout the State is much greater than ever with reference to the improvement of teachers. The two permanent Normal Schools projected by this Department have closed their second year. There were thirty-six graduates this year, and they will enter at once upon the work of teaching.

"The long term District Normal Schools are very helpful. Three months' contact with books under skilful instructors gives the rural teachers a much greater ability to teach successfully than did the old-time two weeks' school. The regular Normal School course of study, modified to suit the shortened time, was applied to these schools with successful results.

"The fact that our teachers are improving is attested by the examinations throughout the State and the growing demand for more schools and longer terms. It is also well attested by the high rank the State took at the World's Fair in the educational department. The pupil work took high rank, and placed the State among the first of the country for work actually done."

VIRGINIA.

The Hon. John E. Massey, Superintendent of Public Instruction, writes: —

"PEABODY SCHOLARSHIPS. — At the close of the college year, ten scholarships expired by limitation; and these vacancies will be filled on the result of the competitive examinations held July 20. The number of applicants for these vacancies was forty; twenty-eight took the examination. The addition of Geometry and Latin was unexpected to many, and hence the results of the examination are not as satisfactory as in past years. These scholarships are growing in favor with school

authorities, and with young men and young women — teachers and prospective teachers — who are seeking the best professional preparation. I have constantly sought to bring the scholarships to the favorable attention of a desirable class of worthy persons, and my efforts have been effectively seconded by a devoted alumni. I have also endeavored to assist graduates of the College in obtaining positions in the public schools of Virginia.

"STATE FEMALE NORMAL SCHOOL. — The tenth session of this school was highly successful. Two hundred and sixteen students were enrolled in the Normal department. During the year, departments of industrial work and of physical culture were established, and the corps of teachers enlarged by the employment of assistants. The public estimate of this institution is reflected by the action of the Legislature in increasing its annual appropriation from \$12,000 to \$15,000.

"HAMPTON NORMAL AND AGRICULTURAL INSTITUTE. — The number of pupils enrolled in the different departments of this school during the year was as follows : in Normal School, 294 ; night school, 276 ; Indian school, 89 ; Whittier Training School (not boarders), 370, — total, 1,029. This institution has made substantial progress during the year, despite the general depression. Under the guidance of the worthy successor of the lamented founder, the work of the several departments has been vigorously prosecuted along the lines so well defined by him. The School is, in truth, an inestimable blessing to the colored race, as it would be to any other race. Its graduates, scattered through the Southern States, with the eye of *Alma Mater* upon them, are heroically doing their part in executing the mission of the school, — uplifting the colored race.

"VIRGINIA NORMAL AND COLLEGIATE INSTITUTE. — During the year, three hundred and thirty-one students were enrolled, one hundred and forty-one of whom matriculated in the Normal department. Raising the standard of admission reduced the number in attendance. The school continues to do good work. The President informs me that eighty-five per cent of the graduates are regularly employed as teachers in the public schools of the State.

"INSTITUTES. — The several Summer Normals closed their sessions with results that encourage the hope that their practical utility will be more generally recognized by the public and the law-makers.

"They were conducted under the direction of the State Board of Education. The financial maintenance of these schools comes from an appropriation of \$2,500 made at the last session of the Legislature, and a supplementary appropriation granted by the Peabody Fund. In previous years the entire support of these institutions was borne by the latter fund; but the people generally demanded a more liberal recognition of the worth of these schools in giving greater skill and efficiency to the thousand of teachers who were training in morals and letters the youth of the State.

"The Board decided to establish six institutions in addition to the Summer Normal at Petersburg, and to locate them so as to be accessible to the largest number of teachers.

"The practical workings of previous summer schools were not altogether satisfactory. This want of higher efficiency was due to the lack of system, continuity, and thoroughness. To correct these deficiencies was the first work of the Board. A course of study was carefully considered and outlined. A corps of qualified instructors were secured, and each was especially informed of the plans of the Board. From nearly every section of the State, petitions came for the establishment of the Summer Normals.

"Despite their meagre salaries and short terms, a goodly number of teachers made the sacrifice involved in attendance upon the Normals: white teachers, 1,140; colored teachers, 530.

"The course of instruction, including the reading course prescribed, covers three years. The first year of the course was given this year, and proved well adapted to the wants of teachers. The best methods of teaching were exemplified in the work of the instructors. Lectures and addresses on educational topics outside of the subjects taught were made by eminent educators and others interested in the work.

"The preparation of the course of study, selection of instructors and places, and making other arrangements necessary for

the conduct of the Normals, greatly increased the work of the Department of Public Instruction ; but the results attending the efforts made are very gratifying to the friends of the schools.

"On my invitation, the Department of Superintendence of the National Educational Association held its Annual Meeting in Richmond last February. The presence of this body of distinguished educators in our midst was very inspiring to our school officers, teachers, and citizens, and the proceedings were highly profitable to all who attended the meeting.

"I cannot close this Report without again expressing our admiration of your unselfish devotion to the cause of public education, and our deep gratitude for the distinguished service rendered us in connection with the passage of the Institute bill, to say nothing of your cheerful responses to every call made upon you in behalf of the cause."

GEORGIA.

The Legislature promptly amended a defect in the law so that the salaries of teachers might be paid without injurious delay. It is to be regretted that the body refused an appropriation for Teachers' Institutes, and thus cut the State off from our help in that direction. The Commissioner, Hon. S. D. Bradwell, had been most earnest in asking State aid. The faithful and energetic President of the Normal and Industrial College at Milledgeville reports :—

"Last session one hundred and fifty-eight young women were enrolled in the Normal Department. They came from eighty-nine different counties in Georgia, and constituted nearly one-half of the entire student body. Seventy-two of the number had already had more or less experience in teaching, and fifty-four of them paid all of their expenses at the College with money earned by themselves as teachers in country schools and elsewhere. The Normal course extends through four years, and embraces, besides the professional studies, those common-school literary and scientific branches that it is most important for a teacher to know. The Normal Department has connected with

it a perfectly organized, splendidly equipped Model School, of eighty children, from six to thirteen years of age, divided into classes equivalent to the first six grades in the best city school systems. The two excellent training teachers who have charge of the Model School are paid entirely by the Peabody Fund, and but for this help the College would be deprived of this invaluable adjunct to its Normal work. Though the Georgia Normal and Industrial College has been in existence only three years, over one hundred of its students — graduates and undergraduates — are now teaching or have been teaching school. The graduates of its Normal Department are beginning to be much sought after as teachers, and little difficulty is found in procuring eligible positions for them. At the next meeting of the State Legislature, an earnest effort will be made to get a bill passed admitting men as well as women to this Normal School. As the law now stands, only women are admitted."

FLORIDA.

Hon. W. N. Sheats reports that he held —

"Five summer schools, each running two months, and each with a department for white and for colored. The Principals and assistants are now all engaged in work in Florida; they have come to us, most of them, from the best institutions of other States. All of them are men or women of learning and ability, experienced and fully abreast of the educational spirit and thought of the age. No local nor personal influence had anything to do with the selection of a single one of them. They were selected solely for their fitness for the work required by the exigencies of the time and circumstances. They did faithful, efficient work, every one of them. The instructors divided their time cheerfully between the white and colored departments, giving to each the same time and attention. The colored teachers felt complimented and freely expressed their gratification at the interest manifested in their welfare by their white instructors, and that they had the same talent to instruct them as had the whites. For the first month the attendance was 483 white and 405 colored, something over forty per cent of all the teachers in Florida.

"I visited the different schools, spending a week in each, observing and taking part in the work. I was much gratified at the earnestness and enthusiasm everywhere displayed by both instructors and teachers. The work, carefully planned out beforehand by the Committee of Principals, consisted in professional and academic work ; the latter, of course, just at this stage of our advancement, greatly predominating. I confidently believe, and in this opinion am sustained by the intelligence of the State, that no wiser disposition of the Peabody contribution could have been made, than that of this year's work in Florida. The actual results were beyond my fondest anticipations.

"On the part of myself, I thank you for courtesy, kind treatment, and valuable suggestions, and in behalf of the State and the teachers, I wish, through you, to thank the Trustees for their liberal and most useful donation."

ALABAMA.

The Hon. I. G. Harris, the laborious and enthusiastic Superintendent, writes : —

"In compliance with your request, I submit my report of Teachers' Institutes and Summer Schools in Pedagogy, for this scholastic year. It is very gratifying to be able to say that the present year has been more successful and satisfactory along these lines than any of the three previous years. While the amount of money expended has been less than heretofore, the results have been greater. Teachers are becoming interested in this kind of work, and Institute conductors more efficient and progressive ; so that Institutes, instead of being a bore and a burden, are interesting and instructive. The only hindrance in the way of a much larger attendance is the want of funds to pay board and railroad expenses." Institutes, under competent conductors, were held in different parts of the State, at twelve or fifteen points, for white and colored teachers. The attendance was good, and the results were satisfactory.

"From this report you will see that we have not been idle. Teachers of both races are becoming enthusiastically interested in their work, and those who have been regular attendants upon

these Institutes for the past four years have developed into effective and progressive instructors, who magnify their office, and are pushing aside the indolent fellow who takes no part in them. The colored teachers are making marvellous progress. The great body of them are students. They are not satisfied with what they know, but are striving to perfect themselves and reaching forward into unexplored fields. They take a deep and lively interest in all educational gatherings. I have just closed a lecturing tour among the teachers and preachers in the 'Black Belt,' delivering two lectures, one in the day and the other at night ; and I have never seen a people more eager to hear and learn, and in all my previous work I have not been more gratified. Better attention could not have been given. At no place was there the least indecorum or misbehavior. This tour satisfied me fully that the negro, in order to attain to his highest possibilities, needs only to be instructed by those in whom he can put confidence as his friends and advisers. There can be no more important work in the South educationally than the instruction of the negro in his duties as a citizen and as a producer and consumer.

"This has been a red-letter year in Normal School work in Alabama. The four Normal Schools for white teachers, located at Florence, Troy, Jacksonville, and Livingston respectively, have done a magnificent work. From each has been graduated a fine class of teachers, who are being sought after in all parts of the State, and will be added to our teaching force during the coming year. These institutions are giving to the State a class of teachers whose influence for good is being felt wherever they engage in teaching. Our State Legislature did the wisest thing they could have done when they established these Normal Schools. The only unwise part of their action was, the appropriations were too small. Wherever these taught teachers conduct schools, they give an uplift to educational matters, and kindle a fresh zeal in the minds of the people. Teachers who are fully equipped to teach by these Normal Schools find no trouble in securing positions, while the un-normal taught are being pushed aside and left in the rear. The Normal Schools for the colored people, located at Montgomery, Tuskegee, and

Huntsville, are doing a most satisfactory work in equipping teachers for teaching. It has been my pleasure to attend some of their Commencement exercises and examinations, and I am sure the State is proud of what it has done for the colored race. The progress of the negro educationally is no longer an experiment, but a demonstrated reality. He has brain-power and manhood, and can be developed into high civilization and Christian enlightenment.

"Our educational demands in this State are receiving more attention from the masses than at any time in my knowledge. This augurs well for our people. On the 30th of November I will retire from the office I now hold. On my induction into office I found much to do in laying plans for the further development of our educational system. I had to put myself in touch and in co-operation with 66 county superintendents, 1,400 township trustees, 5,000 teachers. To acquaint myself with the educational wants and needs in the various counties and communities was very difficult. This I accomplished in a large measure, and I now have the conscious satisfaction of having done the very best I could.

"Let me most cordially thank you for your many acts of kindness and the deep and active interest you have taken in our educational matters. Please bear to the Trustees of the Peabody and Slater funds the thanks of this State for the donations set apart to us from the funds they represent."

MISSISSIPPI.

The enthusiastic and efficient State Superintendent, Hon. J. R. Preston, makes a full and interesting report, from which some paragraphs are extracted :—

"The summer of 1894 has been one continued season of educational work in Mississippi. In 1893, we held two Peabody Institutes for each race, with an attendance of 912. In 1894, the Legislature was induced by your able address to appropriate \$1,500 to supplement the Peabody Fund, and the towns contributed \$600 besides, and we were enabled thereby to hold five

Summer Normals, of four weeks each, for the whites, and four, of five weeks each, for the colored teachers. The attendance was 1,284 whites, and 635 colored: a total of 1,919, — more than double that of 1893.

"The Normal at the University was designed for teachers of our town graded schools. Dr. J. H. Phillips, Superintendent of the Birmingham public schools, was Director, and conducted the work in the most satisfactory manner. With his assistants he outlined and developed the whole scheme of graded schools, and presented our teachers with the latest and best methods of organizing and conducting town schools. Within the past six years nearly all of our town schools have been established, and being yet in a formative state, they need the best models as guides in their development. The work at the University Normal was much more systematically pursued this year than last. The teachers realized their needs, and eagerly grasped the instruction offered. They were seeking improvement, and nothing could divert them from the main purpose. The apparatus and other equipments of the University were used freely and effectively. Chancellor Fulton arranged local details for the comfort and convenience of all.

"The State Teachers' Association held its annual session at the University at the close of the Normal. Through a committee of leading High School Principals a course of secondary study was prepared, and adopted by the Association, to be used in all the High Schools in the State. This course, while not so extensive as that recommended by the Committee of Ten, will bring our schools to uniformity in their preparatory work. Most of our High School Principals were present and pledged themselves to adopt this course and put it into use at once. Mississippi is the first State to follow the recommendation of the Committee of Ten in the adoption of a uniform course of High School work.

"The other Normals were under able and carefully chosen conductors, who, with competent assistants, did most faithful and efficient work. One of them, Professor Rose, of the Peabody Normal College, says, 'I have never seen so many inspired with a yearning for the higher life. This is the test of work. The results are already being manifested in an express determination,

on the part of a large number to seek the advantages of higher institutions of learning. This is the best fruit an Institute can bear.'

"The colored race were amply provided for this year. All the instructors were white. The negroes themselves prefer competent white instructors. I selected the instructors with great care, choosing only such as were capable and of the proper spirit, — men who believe in educating the negro race, and who are willing to help them in their efforts. The negroes in Mississippi are making good progress. Under our strict uniform examinations, 596 make first-grade licenses. There is no end to the persistency with which they seek to better their qualifications. They make sacrifices of any kind, and spend their money cheerfully for education. In one county I found seventeen colored teachers in a county Institute, and all but one had been to college. It was an interior county, and all but three were natives of the county. They teach in the summer, and attend college in the winter. Their persistency deserves commendation, and is bound to result in great progress.

"COUNTY INSTITUTES AND CONDUCTORS' SCHOOL.

"Dr. Joseph Baldwin, of the University of Texas, was employed to hold our Conductors' School at the University, while the Normal was in session there. It continued two weeks, and was attended by twenty-four teachers who had been selected by the State Board of Education to conduct the county Institutes after the Summer Normals were finished. Most of these men were in the service last year, and had the benefit then of two weeks' instruction under Professor Greenwood and Chancellor Payne. Dr. Baldwin's service was a deep inspiration to them. In addition to his lectures on 'Psychology applied to the Art of Teaching,' Dr. Baldwin conducted a series of round-table conferences on the work outlined in the official Institute syllabus. Thus the practical features of Institute work were brought forward, considered, discussed. The experience of each was laid upon the table and dissected in this Institute clinic. The three practical aims of this year's Institutes were, — (a) Extension of the terms of country schools; (b) Preparation for grading the coun-

try schools ; (c) Organizing in each county a Teacher's Lyceum, — to include those teachers who will agree to enter upon a three years' course in the Science and Art of Teaching. The Institutes have been held in all the counties. More than four thousand teachers have attended and devoted a week to professional advancement. Educational enthusiasm has been diffused among teachers and people. The benefits of the Peabody Fund have been carried to the hearthstones of the Commonwealth. Lyceums for professional study have been organized in nearly every county ; the teachers and superintendents of many counties have decided to grade the rural schools ; the county levy to extend the term has been pressed vigorously and carried in many places. This is our second year of agitation for longer terms. We have won in some contests and lost in some ; but public sentiment is growing rapidly in favor of the county levy, and I am confident that we will in another year be able to extend the terms in twenty-five or thirty counties. We are fighting for a seven months' term in the country schools. I regard this as the strategic point to be captured before future progress can be made. All our towns have realized the futility of four months' terms, and have provided eight and nine months' terms, and our country people will reach the same conclusion, if the matter is properly and persistently urged upon them. During the summer, in attending the Summer Normals and county Institutes, I have travelled over six thousand miles by rail, and driven more than five hundred miles through the country. I visited twenty-five counties, and in nearly all addressed the people and teachers assembled in the Institutes.

"We are rejoicing this year in Mississippi because of abundant crops of all kinds, made with two-thirds the usual outlay ; but the chief blessing that has come to the Commonwealth is the mighty impetus to the cause of public education. We may be long reaching the harvest, but it will be golden grain when it comes.

"Personally and officially, let me thank you for the eminent help you have given us and the Peabody Trustees for the generous appropriation, without which this great educational work could not have been achieved in the State."

LOUISIANA.

The Legislature, to make more efficient the teachers of the public schools, passed an Act for holding State Teachers' Institutes, and put them in charge of the Superintendent of Education and of the President of the State Normal School. They were empowered to appoint an experienced conductor, who should also perform services in the State Normal School. President Boyd says :—

“While the attendance of teachers was not so large as for the year 1893, the average attendance at each Institute was larger, and the Institutes were of longer duration. The work done by the instructors was excellent, and the spirit manifested by the attendant teachers proved them more appreciative than ever before of the great value of Institutes as teacher-training and school-improving agencies.”

The Hon. A. D. Lafargue, the Superintendent, reports :—

“Prior to the late General Assembly, there had been no State or parish funds set aside by the law for Institutes. The parish Boards of Education furnished voluntarily all the help to assist the Peabody Fund, and without the latter fund no work could have been done. Our people are duly grateful to the Trustees of the Peabody Fund for the liberal donations which have heretofore made this work possible. Our recent Institute law passed by the Legislature appropriates the sum of \$1,500 for Institutes. This, considered with the help of the Peabody Fund, the growing disposition to support Institutes by local appropriations, and the lively interest on the part of the teachers and the people, would seem to warrant the belief that the next two years will bring about an interest in Institutes all over the State, each parish vying with others in providing them.

“I can assure you that at a time when varied and urgent other interests demanded the attention of our legislators, your timely and appreciated visit, and your address before them, had a most valuable effect, in the assistance it rendered the friends of educa-

tion in getting the interests of education fairly and fully urged. The success of the Institute bill proved this. For years we had not been able to secure that appropriation."

Referring to the State Normal School, to which I made a satisfactory visit, President Boyd says :—

"I have the honor to report that the last session of the State Normal was in all respects the most successful in its history. Twenty-nine graduates were sent out, many of whom began teaching as soon as they left the State Normal. The indications are that the attendance for the next session will tax to the utmost the seating capacity of the buildings.

"The General Assembly, at its late session, not only increased the annual appropriation for the support of the Normal, but also appropriated \$15,000 for the erection of additional buildings. These additions could not be made ready for the next session, but will enable the school hereafter to increase in numbers and improve in work."

TEXAS.

The Hon. J. M. Carlisle, Superintendent of Public Instruction, says:—

"The two Summer Normal Schools of Methods held at Galveston and Fort Worth for three weeks were successful in that larger sense that cannot be exhibited by any statistical tables or statements. The work was of the highest order, and was confined in the main to professional topics. The interest was not only well sustained throughout the term, but steadily increased from the first day to the close. The success of these schools of methods will certainly mark the beginning of a new era in the professional improvement of teachers. The greatest imperfection in our Institute work has been that the pressure for instruction in subject-matter and review of text-book matter has made it impossible to give adequate attention to the larger questions of advanced pedagogy and the greater problems of education. The influence has already been felt in emphasizing the importance of this larger

professional work, and Texas will gather rich results from the movement thus begun.

"Of the regular Summer Normal Institutes, beginning July 3, and closing August 3, 57 were held, — 44 for white teachers, and 13 for colored teachers. The number of instructors was: white, 203; colored, 49, — total, 252. The number of teachers enrolled was: white, 3,478; colored, 708, — total, 4,086. The reports of the conductors of the Institutes indicate that the outline of work prepared by this Department was in nearly every Institute either strictly followed or consulted in the preparation of the outlines actually used.

"It is believed that several important objects were accomplished by this outline: 1. Greater uniformity in the work throughout the State was attained. 2. The work was rendered more systematic. 3. As professional topics were interspersed throughout the work, greater attention to them was secured. 4. As only a few topics were assigned for each exercise, it enabled teachers to consult authorities and make preparation for the recitation. Our people can never forget that it was the liberality of the Trustees of the Peabody Education Fund that inaugurated the Summer Institute work in this State many years ago. With each recurring Institute season, the wisdom and liberality of the Trustees in beginning the work and lending assistance to it from year to year are remembered by our teachers with renewed and deepened appreciation."

President Pritchett, of the Sam Houston Normal School, writes to me: —

"You will note an increase in the number of students during the past three or four years. Our enrolment last year reached 525; our average attendance was probably over 450. I judge the enrolment during the present year will exceed 600. The growth of the school has been surprising; the work done has been very satisfactory. It has been my constant care that the school maintain the character of a Normal School, rather than drop into that of a High School or College. We are doing as thorough work as can be done under the circumstances. Most of it is of

a very high character. For the coming year, the Faculty will consist of fifteen teachers, but we need one or two in addition. The State Legislature has been generous with us, but the growth of the institution has been beyond expectation. The Normal School is growing in popular favor; Normal teachers are going everywhere into the city and country schools of the State. The certificates and diplomas are everywhere received as indications of scholarship and ability on the part of the holders. While we do not neglect subject-matter teaching, we are especially emphasizing in all directions professional training, methods of teaching, school organization and management, and are giving increased attention each year to such training as will fit our pupils particularly for the work they are called to do. In this new, growing State, so cosmopolitan in the character of its population, it is necessary that our Normal School be organized upon a plan somewhat different from the Normal Schools in the older States. I have had constantly in mind the ideal Normal School, and have also kept in view the various demands of the public schools of Texas, and have endeavored to meet these demands, but at the same time to lead to advanced positions. The public-school system in Texas is growing. The financial stringency of the past year or two has affected the schools quite seriously; but the Normal School is an important factor in their growth and condition."

TENNESSEE.

The Superintendent of Public Instruction, the Hon. Frank M. Smith, sends me an interesting report—

"Of the work done in the Institutes of this State during the present summer, especially those known as Peabody Institutes.

"At the Annual Meeting of the County Superintendents it was decided to hold two grades of Institutes, — County Institutes and Peabody or State Institutes: the former to be of two weeks' duration, and to receive such aid as the State Superintendent could give, the counties receiving assistance to defray one half of the expenses; the latter to be of four weeks' duration, and to be made as efficient as possible.

"A course of study for each of these Institutes was prepared, embracing all the studies required to be taught in the public schools of the State, said course of study being divided into two parts each, — the first part to be taught this year, and the second part next year. It was also decided to hold a school of at least two weeks for the purpose of training Institute conductors ; and an engagement was made with Dr. W. H. Payne, President of The Peabody Normal College, to take complete charge of the school and manage the same in every particular. It was advertised thoroughly, and held for two weeks.

"The work of the year has been satisfactory beyond my expectations. I am not prepared to say that the County Institutes should be managed exclusively by the counties, and that no aid should be rendered such Institutes by the State ; but the County Institutes have done an excellent work, — a work that would not have been done except by State aid. The work has been practically uniform. The syllabus prepared by the Convention of Superintendents was followed almost literally, and the conductors were much better prepared for their work. The School for Conductors was a very important factor, and should be continued for several years. The money expended upon this school will show greater returns than that expended in any other way. The Peabody Institutes did the grandest work that has ever been done in the State. We have reached that period in our educational development when these schools become a necessity. A few years ago, such schools could not have been maintained ; but the demand now is for fewer Institutes and longer terms, with a regular course of study, and, as far as possible, a permanent faculty. Permit me to thank the Peabody Board of Trust for the material aid rendered. An earnest effort was made to carry out the suggestions made by you, and I trust the result will be satisfactory."

NORTH CAROLINA.

Having been largely instrumental in the establishment of the State Normal and Industrial School at Greensboro', the Trustees must feel the liveliest satisfaction at its great

success under its present prudent and able management. As the name indicates, the School combines industrial and normal training, but the latter is the predominating feature, and its aim is to fit women for the profession of teaching, to convert scholars into teachers. To give actual practice in methods, a school of practice and observation has been begun in which the seniors are required to do three hours of work a week, besides attending for observation. 391 students were enrolled during the year.

The Hon. J. C. Scarborough, Superintendent of Public Instruction, has been very active in stimulating a sound educational sentiment. He reports : —

"COLORED NORMAL SCHOOLS. — Franklinton continued in session nearly seven months, and receives annually from the State \$1,500. It enrolled 215 ; of these, 43 were in the model school of observation and practice, and 172 in the regular classes of the School. These were from 23 counties. The course of study covers well the studies required to be taught in the public schools, and as much professional work as possible with the money at command. The pupils with the certificate of completion of the course get good first-grade certificates from county superintendents and make good teachers for the negro schools. The Board of Managers are from the best white citizens of Franklin County, and the teachers of the School are well qualified for the work in hand.

"Salisbury. — This school receives \$1,400 from the State annually. The average number of students in the regular classes reach about 120, with a practice and observation school additional. The local Board are of the best citizens of the town. The white citizens of the community are pleased with the School, and proud of its record for good. They turn out in large numbers to witness its exercises and give encouragement to the teachers in charge. Term, 30 weeks.

"Elizabeth City receives an annual appropriation of \$900. The principal is a first-class man and teacher, and does excellent work. The session of 1893-94 continued 40 weeks. It has a

school for observation and practice. It had enrolled in its regular classes 173, from 17 counties; males 58, females 115. 58 of the pupils hold certificates from county superintendents, authorizing them to teach in the public schools, and others of them are competent to do fairly good work. The School has a principal and two assistants. Part of the fund to pay the teachers is contributed by individuals, black and white. The practice school educates in elementary branches many negro children in and around Elizabeth City. The School has the hearty sympathy of the white citizens.

"Plymouth. — The session of this school for 1893-94 continued 40 weeks, with an enrolment of 161 pupils; males 50, females 111. The principal is a thoroughly good man, teacher, and manager. The State gives annually \$1,400. The School is well managed, and is in good repute.

"Goldsboro'. — The session of 1893-94 continued 40 weeks; four weeks of the forty was a general Colored Institute for the colored teachers of the contiguous territory. The Normal School enrolled 149 students; males 39, females 110. The State appropriates \$1,400 annually. The good people of Goldsboro' give the School every encouragement, and attend its public exercises in large numbers. There were 57 teachers from Wayne and the adjoining counties enrolled in the four weeks' Institute. Much good was done by this Institute.

"The Fayetteville Colored Normal School does about the same work in quality and amount as the other schools. It gets \$1,500 from the State, and has existed since the summer of 1877. The State does not own a foot of land nor a house for any of these schools. The towns and people where located furnish the buildings free of charge to the schools. Every dollar, therefore, goes to support the teaching force and for small incidental expenses. These six colored schools, at a cost to the State of \$8,000 annually, have done much in supplying the force of colored school-teachers now at work in the State, and have elevated the character and qualifications of the teachers far above what they would have been, and have saved the money for negro education from being wasted."

SOUTH CAROLINA.

The Superintendent of Education, Hon. W. D. Mayfield, in his report, says :—

“Winthrop College has had the most prosperous year in its history, and closed its session without the slightest friction during the entire year. Necessity will force us to continue our operations for another year in the city of Columbia. The capacious and handsome building being erected at Rock Hill will not be completed in time to make the transfer. Claflin has had a prosperous and satisfactory year. The South Carolina College Summer School was most successful. All who attended are loud in praise of the good work done, and appeal to me and the College authorities to make it permanent. The Board of Trustees have passed resolutions looking to that end.

“Teachers’ Institutes were held in thirteen counties, being generally well attended. The faculties were strong, and did successful and progressive work. Other counties would have held Institutes but for the College Summer School, many of the teachers preferring to attend it. The length of the average session of the public schools has been increased, the enrolment increased, and the interest in them is greater than ever before. Clemson College has had about 580 students, and is doing satisfactory work. The main college building was destroyed by fire, but is being rebuilt, and will be completed by January, 1895. This caused interruption, of course, but did not produce a cessation of work, another building being used for class-room work. All of the male and female colleges in the State have had larger patronage this year than ever before.”

Since our last meeting, the corner-stone of the Winthrop Normal and Industrial College was laid at Rock Hill, and the birthday of the Chairman — “whose name is now a part of the name of this College, and must henceforth be linked with its future” — was chosen as the fittest time for the impressive ceremony. This day will be celebrated hereafter uniformly in connection with the College, and the memory of “a man of noted ancestry, of ripe scholarship, the highest integrity and character, the broadest statesmanship,” will be “forever connected with one of

the noblest and most beneficent of the public institutions of South Carolina." This College, to be changed in its location from Columbia to Rock Hill, with enlarged name and scope of activity and usefulness, is the Winthrop Normal College so well known to us. The building will be in full view of one of the most popular routes of travel between New York and Florida. When completed and furnished, it will cost about \$200,000, and will be "the largest woman's college of the kind in the Union." "The occasion," said Governor Tillman, who delivered the introductory address, "was a great and glorious day for South Carolina," and was proof of the profound and widespread interest which drew together several thousand people. A marked feature was the "unanimity with which men of all classes, conditions, and ideas joined hands" in erecting the school and in celebrating its advent. The new name indicates that along with normal will be industrial training, but the training of teachers will in no sense be subordinated to the important work allied with it. Public sentiment in South Carolina coincides with the resolution adopted at the late meeting of the National Educational Association, "that education in the public schools may do its perfect work, the first and chief requisite is that no person shall be permitted to teach who has not been well grounded in scholarship, and who has not received thorough professional training."

Distribution of Income since October 1, 1893.

ALABAMA.

Scholarships in Peabody Normal College . . .	\$1,917.81
Teachers' Institutes	900.00
Florence Normal	1,500.00
Troy	1,200.00
Montgomery	800.00
Tuskegee	600.00
	<hr/>
	\$6,917.81

ARKANSAS.

Scholarships	\$2,190.60
Training School, Morrilton	1,450.00
" " Jonesboro'	1,450.00
Other Training Schools	2,000.00

 \$7,090.60

FLORIDA.

Scholarships	1,099.60
Teachers' Institutes	1,400.00

 2,499.60

GEORGIA.

Scholarships	2,606.20
Milledgeville Normal	1,800.00
Public School, Brunswick	500.00

 4,906.20

LOUISIANA.

Scholarships	1,486.20
Natchitoches Normal	1,750.00
Institutes	1,300.00
Public Schools	400.00
Southern University	200.00

 5,136.20

MISSISSIPPI.

Scholarships	1,520.95
Institutes	3,000.00

 4,520.95

NORTH CAROLINA.

Scholarships	2,752.25
Greensboro' Normal	3,000.00
Franklinton, \$150; Salisbury, \$200; Elizabeth City, \$350; Plymouth, \$150; Goldsboro', \$150	1,000.00

 6,752.25

SOUTH CAROLINA.

Scholarships	\$1,558.55
Winthrop Normal College	1,500.00
Claffin University	1,800.00
Georgetown Public School	300.00
Beaufort " "	300.00

 \$5,458.55

TENNESSEE.

Scholarships	3,607.20	
Institutes	2,000.00	
		<hr/>
		5,607.20

PEABODY NORMAL COLLEGE.

Salaries	12,700.00	
Library	500.00	
		<hr/>
		13,200.00

TEXAS.

Scholarships	2,768.70	
Sam Houston Normal	2,500.00	
Prairie View	250.00	
Institutes	2,000.00	
		<hr/>
		7,518.70

VIRGINIA.

Scholarships	2,310.55	
Institutes	2,000.00	
Farmville Normal	1,500.00	
Hampton "	1,300.00	
Petersburg "	300.00	
		<hr/>
		7,410.55

WEST VIRGINIA.

Scholarships	1,618.70	
Normal Schools	1,000.00	
Institutes	1,900.00	
Public Schools	100.00	
		<hr/>
		4,618.70
		<hr/>
		81,637.31

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Sept. 30, 1894.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no material changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge ENDICOTT as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Mr. MORGAN, the Hon. GEORGE PEABODY WETMORE, of Newport, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. CHILDS.

On motion, it was voted that a Special Committee of three, in addition to Dr. CURRY, the General Agent, be appointed, who should visit the Normal College at Nashville, and make a Report at the next Annual Meeting of the Board; whereupon Bishop WHIPPLE, Chief-Justice FULLER, and President GILMAN were named for that purpose.

The Standing Committees were then appointed as follows:—

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, Hon. WILLIAM C. ENDICOTT, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, with the Chairman, Mr. WINTHROP, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, President GROVER CLEVELAND, Hon. WILLIAM WIRT HENRY, Hon. JOSEPH H. CHOATE, Hon. GEORGE PEABODY WETMORE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which Report was accepted.

Bishop WHIPPLE made a motion that the sum of

\$500 — if in the judgment of the Executive Committee it is practicable — be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Mr. HENRY, it was voted that an account of the Peabody Education Fund, prepared by Dr. CURRY, be referred to a Committee, who should consider the expediency of its publication; whereupon Mr. WINTHROP, the Chairman of the Board, Mr. HENRY, and Dr. GREEN were appointed as such a Committee.

Bishop WHIPPLE offered the following Report, which was accepted, and ordered to be placed on the records:—

The Committee appointed to prepare the minute in memory of their lamented associate GEORGE W. CHILDS report: The Trustees of the Peabody Education Fund do express our deep sympathy for his bereaved family and associates. We were glad when Mr. Childs was chosen to fill the vacancy made by the death of his and our friend, Anthony J. Drexel. In the all-wise Providence of our Heavenly Father, Mr. Childs was not permitted to take part in our deliberations; but, as the friend of Mr. Peabody and one who felt a deep interest in the beneficent purposes of this trust, his death was a personal loss.

Mr. Childs was a representative of the best type of our American manhood. Trained in a life of toil, self-educated, winning a foremost place among his fellows, reverent and grateful to God, just and generous to his fellows, he was a noble example of family and civic virtue. Few of our people were more widely known and beloved at home and

abroad. As a wise almoner for God to his brother men, he learned his Master's lesson that "it is more blessed to give than to receive." He will be remembered at home and abroad as a large-hearted philanthropist, a man of unsullied reputation, and a Christian gentleman.

On motion of Dr. GREEN, it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

. Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The other officers of last year subject to election were re-chosen.

It was also voted that the next Meeting of the Trustees be held in New York, on the first Thursday of October, 1895, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may prove desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

APPENDIX.

PEABODY NORMAL COLLEGE, NASHVILLE.

TO HON. J. L. M. CURRY,

General Agent of the Peabody Board of Trust:

I TAKE pleasure in submitting to you my seventh Annual Report as President of the Peabody Normal College.

From all essential points of view, the year just closed was the best since my acquaintance with the College began. As will be noted hereafter, the enrolment was somewhat less than for the year preceding; but this fact, considered in its main cause, is itself a mark of improvement and progress. What I may call the spirit of the school — its docility, loyalty, earnestness, scholarly and professional zeal — has reached a higher mark than ever before, and furnishes just grounds for confidence in the future of the College. One of the highest tests of a school is the degree to which its pupils are responsive to the opportunities offered them; and in this respect it is the unanimous testimony of all who have to do with our students in the way of instruction, that their eagerness to profit by every advantage placed within their reach has become a characteristic of the school. I feel bound to say that of all the students I have ever known these are the most teachable and industrious. The cause of this gratifying state of things is not difficult to find. Neither fashion nor compulsion brings the student here, but a sense of need and an ambition to learn the elements of a noble profession, to the end that a higher service may be rendered the public. The common ambition is benevolent and patriotic.

STATISTICAL TABLE.

THE FOLLOWING TABLE EXHIBITS THE ATTENDANCE BY STATES FROM THE DATE OF THE ORGANIZATION OF THE NORMAL COLLEGE, IN 1875, TO MAY, 1894.

STATES.	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894
Alabama	3	7	9	12	12	11	12	10	14	13	16	19	26	23	32	27
Arkansas	4	6	7	9	7	5	9	8	10	11	12	14	18	21	23	23
California	1	.	.
Dist. of Columbia	1
Florida	2	2	8	11	12	6	5	5	5	1	2	1	2	2	.	11	9
Georgia	10	15	20	23	23	14	14	12	14	15	15	22	28	39	37	36	46
Indiana	1	.	1	1	.	.
Indian Territory
Iowa	1	.	.	.
Japan	1	1	.	.
Kentucky	1	1	4	.	.	.	1
Louisiana	2	2	.	.	.	2	.	.	1	1	3	4	2	4	3	3
Mexico	7	6	4	5	8	9	9	11	17	13	13	12
Michigan	1
Minnesota
Mississippi	1	2	9	6	13	22
Missouri	7	12	14	17	14	15	14	7	.	.	1	1	.	.	.	.
Nebraska	1	.	.	.
New York
North Carolina	3	6	6	13	12	11	12	15	15	15	19	24	26	27	30
Ohio	6	6	.	.	.	.	.	.	1	.	1	1	.
South Carolina	6	8	7	6	6	.	.	.	.	.	13	11	13	20	19
Tennessee . .	59	91	94	87	53	60	62	55	59	66	57	73	69	151	203	216	251	311	256
Texas	6	12	14	17	9	7	7	8	10	10	10	13	20	29	32	24
Virginia . .	1	.	7	5	8	9	8	11	9	15	14	15	16	16	17	20	22	22	17
West Virginia	3	3	3	5	6	6	9	12	15	19	15	17
Total . .	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560	508

The common purpose is to do good and to promote the welfare of our common country.

In respect of quality, the membership of the College has never ranked so high as now. This result is due to the gradual rise in the standard for admission, particularly at the last entrance examination, when a considerable number of applicants were found disqualified, and many were prevented from attempting to enter because they saw they were unequal to the new tests. To raise the grade of a school whose membership is recruited from such a wide territory as ours is not an easy feat. The great bar to progress in Southern education is the lack of good secondary schools. In a few of the States tributary to this College, there is, relatively speaking, a considerable number of such intermediate schools, and in these quarters there has been considerable impatience at what has seemed the low standard of scholarship required for admission; but in the larger number of States, there is a dearth of good preparatory schools, and any considerable rise in the standard for admission would cut the College off from its quota of scholarship students. The only safe course to pursue has seemed to be to require a little less than the best-equipped States are able to supply, and a little more than those less favored can grant except under considerable stress. The new requirements are one year's work in Latin, two Books of Geometry, and two English Classics. The results of the last competitive examination have not been reported in full, but enough is known to confirm the prediction implied in the previous statement, that the tests have been comparatively easy in some States and quite difficult in others. In one instance a second examination has been ordered, the first having failed to fill the quota with qualified students. The fact is reassuring that a determined effort is making to respond to the new requirements. The reflex effect on preparatory schools is wholesome in the extreme, so that both parties interested are substantially and permanently helped.

Along with these new requirements placed on scholarship students, the lowest class in the College has been discontinued, so that there is now a single uniform standard for admission to the College; and an interval of two years, instead of one, has

been placed between the L. I. degree and the subsequent Bachelor's degree.

It cannot be doubted that the final effect of these changes will be beneficial from all points of view ; but it seems certain that one immediate effect will be a considerable reduction in membership, — probably a falling off of one hundred students. Considering the obvious gain in the quality of our membership, I do not deplore this reduced number of students. Indeed, with our present equipment in the way of space and teaching force, a membership of four hundred is a sufficient tax on our resources.

An analysis of the attendance during the year 1893-94, as compared with that of the year preceding, exhibits the following facts : there has been a falling off, in the aggregate, of 52 students ; from the States outside of Tennessee there has been a gain of 3 ; the falling off from Tennessee has been 55, and of this last number 43 were residents of Nashville. It appears, therefore, that the decrease in enrolment is a local incident, the cause of which lies in the more rigorous requirements imposed for admission. It had been the custom for several years to admit students from the city taking partial courses or select studies only ; but at the opening of last year a new regulation was enforced, requiring at least fifteen hours' work a week from every student admitted. This effectually cut off a considerable number of these irregular students.

The distribution of students among the several States, from the organization of the College to the year 1893-94 inclusive, is shown in the table which accompanies this Report.

For several months, systematic work has been in progress to ascertain a sort of *curriculum vitæ* of each student since leaving college, for the purpose of determining to what extent the school is fulfilling the purpose for which it was organized. As might have been anticipated from the dispersion of so large a number of students over such a wide area of territory, this task has proved a slow and difficult one, and at this date only partial returns have been received ; but the undertaking is one of great importance, and every proper effort will be made to carry it forward to completion. In a supplement to my next Annual

Report, I hope to be able to communicate to the Board of Trust full information bearing on the lifework of the young people educated in the Peabody Normal College.

So far as I can judge from the facts coming to me, this professional school is steadily growing in favor with the educational public. Its graduates almost uniformly grow in the esteem of those who employ them, and their promotion to places successively higher indicates that they possess those lasting qualities which it is the aim of the College to give,—scholarship and skill. Much discredit has been thrown on schools of this class by the base uses to which the word “normal” has been put, and this association has done much toward making the term synonymous with pedantry, shallowness, and pretence. One distinct aim in the administration of the school has been to earn for it the respect and confidence of scholarly men by insisting on solid acquirements in learning, and by promoting among our students the rise of the scholarly spirit. If our graduates are not learned, they at least have that consciousness of their limitations which is the beginning of wisdom.

The length of the College course proper is two years, and though it has been enriched and extended from year to year, and is as substantial and full as such a course can well be, there is a well-grounded feeling among students that this course does not suffice for the ends they have in view, and that the L. I. degree is not the proper degree for a professional teacher. The spirit of the school inclines students very decidedly towards the attainment of university degrees proper; and it is my belief that the real strength of the school lies, and is to lie more and more, in its upper or university courses. I think an honest comparison will show that our courses leading to Bachelor's degrees are superior to the corresponding courses offered by Southern colleges of the better sort; but they are manifestly inferior to those of the typical American college. It is just to try one's school by the higher local standards, for in college administration, as well as in all other forms of life and growth, account must be taken of environment; but schools must also be made to grow into likeness with higher standards if they are to respond to the needs of a progressive society.

The extension to two years of the interval between the Licentiate degree and the Bachelor's degree has been made in the line of the policy just indicated. So far as opinion has been heard on this point, this change has received the hearty approval of students and alumni. There is a general feeling that the diplomas and degrees from this College should mean more and more, — that they should have a substantial and growing value as passports to preferment.

The regulation which, in making scholarship appointments, gives precedence to students who have been in college one year or more at their own expense, is not only a measure based on justice to earnest and enterprising youth, but is a simple means of prolonging the student's residence, and thus of extending his scholarship and professional knowledge. The growth of our higher classes is due in large measure to this simple piece of legislation, which has now so amply justified itself that it has become an essential part of our college polity.

While insisting so much on broad and accurate scholarship as the basis of the teacher's career, our course of study is emphatically professional, not in the narrow and mechanical sense of teaching a set of rules, but in the liberal sense of teaching doctrines and principles. There may be need of teachers whose highest professional attainment is method, and there is no lack of schools which limit themselves to this function; but this College is consecrated to a higher and nobler purpose, — through liberal training, the preparation of teachers for the practice of a liberal art. The servile use of rules is fatal to educational work of a high order, which requires versatility and freedom; which, in turn, flow from the comprehension of the larger truths and doctrines constituting educational science. When method is the application of doctrine to specific cases in practice, it acquires its proper place and value, and relieves teaching of its dreary mechanism. Our professional work now covers a period of four years, and is made liberal in the same sense that literature, science, history, and philosophy are liberal studies.

The most gratifying progress has been made in the organization of the Winthrop Model School, and it is now serving high uses that I did not anticipate. The tenth grade, constituting the

second year of the High School, will be added at the opening of the next session, and this will receive the students who, under the old organization of the College, would be included in the Freshman Class. The entire building will now be occupied by this Model School, which is attracting more pupils than our space will accommodate. The revised course of study connects the Model School organically with the College, and I see nothing but prosperity for this adjunct of which I have had such high hope. It is still a school of observation, a sort of clinic, and will continue such until it becomes clear that some better use can be made of it.

The two local Boards continue their hearty co-operation with the Peabody Board of Trust and with the administration of the College, and their only thought and purpose is to help the school on its prosperous way. The College has the sympathy and respect of the entire community in a high degree, and all are looking forward hopefully to the action of your Board which shall make Nashville the permanent location of this living monument to the memory of George Peabody.

It pains me to record the death, in February last, of one of the truest and most zealous friends of the College, Mr. Edward D. Hicks, Secretary and Treasurer of the Board of Trustees of the University of Nashville. He had retired from active business in the city, and out of love for the University and the College was giving his best thought and most cheerful service to the needs of this institution. I had learned to lean heavily upon him for advice and aid, and I can but regard his loss as both a public and a personal calamity.

To yourself and to the venerable President of your Board, Mr. Winthrop, I am under more obligations than I can recount, for sympathy, advice, and substantial aid in many forms. Many times, without these generous helps, I should have faltered, but with them I find the administration of this growing school the great pleasure of my life.

With great respect,

WILLIAM H. PAYNE,

President.

NASHVILLE, TENN., Aug. 28, 1894.

EXTRACTS FROM AN ADDRESS OF HON. J. L. M.
CURRY, BEFORE THE LEGISLATURE OF MISSIS-
SIPPI, JAN. 17, 1894.

THIS is an assembly of practical men, charged with matters of highest public concern. Under the new and changing conditions of civilization, subjects of government interference have been multiplied, and come close to the well-being of the State and its citizens. Large intelligence, acquaintance with political history, broad patriotism, are necessary in the legislator. In foreign countries, a person charged with a trust, involving power to shape economic or financial policy, must have had an education, scholastic or business, to fit him for the position. In the absence of that experience or education, there is need for the industrious and intelligent use of all means of information. We live in an age of tremendous activities. There were never so many difficult problems pressing for solution. The saloon; restricted immigration; paupers and criminals; government partnership in business; systems of taxation; basis, uses, and functions of money, ratio to volume of business; conflict between productive and propertied classes; relations between capital and labor; lawlessness from sense of wrong and oppression, from law's delay, from inadequate notions of the dignity and sanctity of law and of the necessity of government; purification of politics, and the spoils system; political and private ethics; corporate and personal conscience; civil control of public schools; economic order based on collective means of production and associated labor, instead of on industry carried on by private competition, — are among the questions demanding consideration. Some may be postponed; some belong to other tribunals.

The assembling of a Legislature creates expectations of legislative relief. In our country, there is a prevalent disposition to call on Hercules, as if government was a sort of second-hand providence, forgetting that best laws have no magical, supernatural virtue. Laws, said Macaulay, do not act like Aladdin's lamp;

priestcraft, ignorance, the rage of contending factions, may make good institutions useless. The first of your inquiries is, What is most needful for the prosperity of the State? Agriculture is the vital interest. Eight-tenths of the people are engaged in and dependent upon it. Grievously has it suffered from want of intelligent supervision, bad tillage, little diversity of crops, bad roads, restricted markets, stupid labor, which is not interested in results and is without stimulus to improvement. Unused and wasted powers of nature contribute nothing to wealth or civilization. Clay in bed before becoming brick, iron ore, stone in quarry, standing timber, are of little utility. Flowers may be modified according to apportioned light. Kept in partial darkness, they lose the habit of blooming, and propagate by offshoots. Shape, structure, fruitfulness, are modified by cultivation. So the light of education affects the human mind; and man is, in large degree, the product of environments. Uncultivated men bring to a State no prosperity or happiness. Worse than that, they are dangerous elements in society, and hinder improvement by persistence in narrow views. They are fit tools for anarchist and demagogue. We cannot safely have a stratum of ignorance and prejudice under free institutions, nor wisely consent to put a powder magazine under our homes. We cannot so subjugate and enslave the human soul that it will not be restless and discontented and have a consciousness, an intuition, of the rights of manhood. Labor, besides, has become a potent factor in the political world, and incendiaries and faddists are eager for all available agencies for their aggrandizement. I know what the workman wants is the simplest and cheapest government, where no partial favors are accorded to individuals or classes, and where taxation is confined to the legitimate purposes of an economical administration. Ordinarily, Federal, State, and municipal expenditure is an unproductive outlay, even when made for defence, and taxation diminishes the fund available for labor; but taxation for schools operates to the increase of prosperity, to the advantage of the laboring classes, to the security of representative institutions. The advent of the Republic in France compelled men to see that to make primary education compulsory was the necessary guarantee of social order and of the recovery of the country

from the disastrous effects of the Franco-Prussian War. After the Reform Bill of 1832, English Liberal politicians directed attention to public education. Wendell Phillips said, "There is no true statesmanship which does not devote itself primarily to education."

What, then, is needed? A well-sustained public-school system under State control, *good enough for the richest, cheap enough for the poorest*, where *all* can receive the elements of a good education from competent teachers, without money and without price. The Lord Chancellor of England recently said that "in the competition of the future, education will play no little part. The nation which educationally is best equipped will have an enormous advantage, and those which neglect education will be left far behind." The schools should prepare girls and boys for self-support in case of need, and furnish an education relating to the industries to those who must work. Our school training has been defective, too limited in scope. The gap between school and real life seems painfully wide to men engaged in actual business. Seventy-eight per cent of children never go higher than primary grades. Purely intellectual studies have had the monopoly, and no opportunity for training in the practical industries of life has been furnished. We have had a narrow oligarchy of studies, an artificial classification of knowledge. The old college curriculum left students ignorant of the modern languages, of the sciences, of nature and humanity. Fortunately, we are getting broader views, and the old assumption of an essential difference in the scholastic value of studies has been much modified.

We may now assume that popular education is a matter of State concern and a public obligation, and that it should be universal, thorough, and gratuitous. The progress has been remarkable. Free schools came with a conquering army. Let them have credit for that much. Despite prejudice of origin, they have demonstrated their usefulness, and indispensableness, and are here to stay. The Constitution of 1890 requires that four months of free schools shall be provided by the State for children of educational age, and local communities may supplement the general revenues.

1871	45,429	black pupils	}	111,688
"	66,257	white "		
1892-93	180,464	black "	}	
"	154,459	white "		
Expenditure in 1880				\$830,704.
" 1892-93				\$1,192,844.

Last year, 5,986 public schools, 17,922 teachers, and 334,923 children, out of an educable population of 516,183.

Dry statistics convey no adequate idea of improvement. The examinations of teachers have been more rigid, and yet the number of certificated ones has increased. The profession of teaching gets an academic standing alongside of law, medicine, and theology. In every county is a fund for a teachers' library, and Teachers' Institutes have been held and prolonged under trained experts.

There is nothing in human civilization comparable to the spirit, energy, patriotism, self-sacrifice, and mastery of prejudice, with which the Southern people have met the responsibilities and obligations of the new conditions of emancipation, of enlarged citizenship and suffrage. In 1865, the bottom dropped out. The newly enfranchised had nearly as much available property as their late masters. In 1860, the assessed value of property in the South was 44 per cent of the total in the entire country, or \$5,200,000,000. In 1870, it was reduced to \$3,000,000,000, while the whole had advanced to \$14,170,000,000. The South grew poor; the North and West grew rich. In 1870, Massachusetts had \$1,590,000,000, against the \$3,000,000,000 of the South. Massachusetts listed half as much property as the whole South. In 1860, Mississippi was the fourth in rank in wealth in proportion to inhabitants; in 1870, she dropped to the thirty-fourth. In 1880, the South was poorer than in 1870.

It was when in poverty and grief that the great-hearted philanthropist, George Peabody, dowered the South with the princeliest benefaction that history records. A Massachusetts man came to our succor, gave \$2,000,000, and afterward enlarged the sum to \$3,000,000. From the income of the Peabody Fund, Mississippi has received \$75,378, and has had educated

at the Normal College 131 students, most of whom are now in school work in the State.

Your kind attention to what I am saying will justify several suggestions along the line of completer efficiency of the school system.

(a) Adequate machinery is essential.

(b) School buildings properly located and suited to their purpose in structure, equipment, and surroundings. Some are seriously defective in location, light, ventilation, class-rooms, furniture, and play-grounds. Suitable houses should be supplied at the public charge, preferably by local contributions. The relation of mind and body should make us careful as to hygienic conditions and the physical state of the pupils. Apart from the senses, there are no avenues to the mind. We know the mind only through the body. For every psychological manifestation, there is a correlated physical process.

(c) The staff of teachers should be sufficient in number, adequately paid, and fully qualified by character and attainments. It is an axiom admitted by all that the quality of the teaching and of the education given in our schools depends on the character, knowledge, skill, and ability of the teachers. The training of teachers should develop their sense of public duty, the civic and public character of their functions, and their responsible relation to the community as a whole. No requirement is so important as that of good teachers. Tyndall said: "A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils as to make the hardest work agreeable. Without this power, it is questionable whether the teacher can ever really enjoy his vocation. With it, I do not know a higher, nobler, more blessed calling than that of the man who, scorning the cramming so prevalent in our day, converts the knowledge he imparts into a lever to lift, to exercise, and strengthen the growing minds committed to his care." To secure a good supply and magnify the office, the career must be recognized as honorable, the self-respect of the teacher must be maintained. Some English advertisements require a teacher to be a communicant of a designated church, to play the organ, and teach in the Sunday-

school. He is looked upon as a useful denominational or sectarian auxiliary. The assured and dignified position of teachers in many countries of Europe, as officers of the State, goes far to secure a high class of teachers, in spite of the low salaries which prevail. Scholastic efficiency and teaching ability should determine the first appointment and the continuance of the teacher, and he is unwise to ask for security of tenure irrespective of complete efficiency. Educational machinery and appliances are of little value if the teacher be deficient in character, attainments, and professional skill. Normal schools are the expedients for accomplishing the preparation of teachers. Those who are familiar with foreign training colleges know how deplorable is the contrast with us, — how much wider, more thorough, more intellectual, is the range and the tone of the teaching in them. Bad teaching is the worst economy, being a terrible waste of time and money and mind and opportunity.

(d) Pupils should be classified and graded, and schools should be so organized as to secure the greatest economy and concentration of force, in order to produce the best educational results.

(e) State and local revenues, and general and local superintendence and responsibility. In accordance with our theory of local self-government, and for intelligent supervision, the revenues and the machinery for administering should be largely local. Pliny, writing to Tacitus, said that while men may be careless in paying out another man's money, they will exercise discretion and care when they pay their own money, and will be prudent in the use of contributions when they have to add to them out of their own pockets. Schools should be a part of our organic life, and under the representative management of the community. We must link the school to the public life, if we would have efficient schools. Expediency and principle require public management. No dollar of public money should ever be given, unless State or community can follow in its disbursement, and demand accountability for its right civic use.

Some rigid economist may ask, What is the utility of this ceaseless expenditure, this costly machinery? Does it pay? As this is a materialistic age, let us test by dollars and cents. —

Mississippi is pre-eminently agricultural : she has few manufactures, little commerce, no mining ; but her alluvial lands are as fertile as the Delta of the Nile. Her prairies are productive. Cotton, cereals, grapes, fruits, grow luxuriantly. She has vast forests of timber, and a genial climate, inviting immigration. Since the introduction of labor-saving machinery, one man's labor is more effective than was the labor of ten men formerly. One day now represents fully double the product — comfort, necessities, available luxuries — of former days of hard toil. The substitution of machinery has been the evolution of agriculture, and machinery demands educated intelligence. It is sometimes said that in farming, in field work, there is little occasion for intelligence, and to get an education is a useless waste of time. Man's occupation is not the whole concern of life, and does not include all duties or pleasures, but education helps in lowliest service. All animal force is under the control of will and mind ; and in proportion as mind co-operates with hands, will man succeed in work. In sawing wood, in turning a grindstone, in spreading manure, needless force may be expended with less perfect results. Labor in the hands of ignorance is a waste, a tax ; there is little adaptation of force to work, and it is attended with greater cost and less profit.

Human labor creates wealth. Each successive blow, wisely directed, adds to production or capital. Value is in the ratio of skill and appropriateness of exertion. The State is immensely interested in increasing the productive capacity of the laborers. Labor is not self-willed ; behind is a controlling mind, and that mind is in proportion to development. The cost of education is infinitely less than the loss from ignorant, unskilled, uninventive labor. Sometimes we err in taking too limited views of labor. Reckless politicians and demagogues seek to gain their sinister ends by dexterous appeals to the ignorance, the prejudice, and the passions of "the laboring classes," by arraying the poor against the rich, by sowing seeds of class animosities and cupidities, by combination of mean action and hypocritical profession. No just man feels aught but respect for the toilers whose labor is the immediate cause of the production of wealth ; but this does not mean mere muscular labor. The definition of

labor by Karl Marx and his school is too narrow. Manual labor is broadly assumed as the only source of wealth. This excludes inventiveness, sagacity, and decision in initiation, courage, skill in management, which are difficult and important factors in the work of production. Theories and terms are used as if the community were divided into drones and workers. "Working classes," as a phrase, implies that those not included in the designation are idlers. Thirty years ago, Lord Derby was denounced by a working-man because he could translate Homer, but could not weave a stocking. The translation of Homer may have involved more physical labor than building a house or cultivating a field, and was infinitely more valuable. The great agricultural and engineering and mechanical improvements and triumphs of this century have not been wholly due to the "laboring classes." It is not well to under-estimate the co-operation of hand and head, to depreciate the value of culture and education to any human being, or to use epithets and hold opinions which tend to create and keep alive class antagonisms. Something else is needed besides mere physical exertion for producing material wealth, or gaining even subsistence. A true system of economics requires fullest culture of social, intellectual, and moral nature. McCormick, Armour, Edison, Eads, is no less a valuable laborer than he who makes corn or cotton to grow. Invention, discovery, machinery, intelligent supervision, industrial management, cannot be eliminated from production. "The great economic fact of modern times is the constant increase in the amount of wealth that results from the exertion of the same number of men." This increase in the productivity of industrial exertion is due to the application of science to practical life and to intelligent management. The increase is more the result of industrial ability in directing and utilizing labor than of mere muscular force. This ability does not end, as mere labor does, with the particular task, but extends to the labor of "an indefinite number of men upon an indefinite number of tasks." An inquiry into what labor produces will mislead, if this industrial ability be excluded. Labor, divorced from intelligence, from directive ability, will produce no more than in the past. National wealth rises with the increased application and effi-

ciency of industrial skill and ability. Deduct from wealth, from civilization, from human comforts, what capital and industrial ability have added, and there will be an immense decrease. We need such ability in agriculture as well as in manufacturing. Nowadays, men of imperial minds interest themselves in railroads, in commerce, in finance, in manufactures, — go elsewhere than into agriculture or — politics.

Some years ago, Mississippi took a bold step in establishing an industrial school for girls in Columbus, and the result has been most satisfactory. How to earn a living should be the necessary consequence of education. When a girl knows how to cook a dinner, cut and make a garment, care for a home, keep books, do typewriting, she has a power which may stand between her and what is worse than death. Mrs. Carlyle tells of sitting all one lonely night, aching in body and weary in spirit, watching a loaf of bread which might not turn out bread, after all. At a peat bog, sixteen miles from all conveniences, she was confronted with the fact that it behooved her to learn to sew, darn, cook, and make bread.

Have we been magnifying material things, trying to solve the economic problem, as if that were the Sphinx of life? Education has a wider scope than that. It is the unfolding of the whole human nature, the growing up in all things in our highest possibilities. The highest ideal of manhood is associated with *physical* development ; with *aesthetic*, giving a sense of the beautiful, and of technical skill in the arts ; with *intellectual* power, enabling us to observe, compare, classify, generalize, and reason. Pleasures of the senses pall upon repetition ; but pleasures of the mind continue and increase. A delicate dish soon wearies the palate ; but appreciation of a great poem or picture is lasting and reproducing. But true education implies cultivation of our moral nature, of conduct, of character. The supreme end is ethical, training to habits of self-control, honesty, truth, purity. To be well fed, well clothed, well sheltered, is not all of life. Without opportunity, without freedom, without love of justice and beauty, without a noble philosophy of duty and religion, life is a poor, mean thing ; and without man's spiritual and immortal nature, man himself and human history are without worth and without explanation.

THIRTY-FOURTH MEETING OF THE TRUSTEES.

NEW YORK, September 25, 1895.

The Trustees met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Mr. EVARTS, the First Vice-Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, COURTENAY, FULLER, HENRY, CHOATE, FENNER, and GILMAN; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE; after which Mr. EVARTS addressed the Board as follows:—

We meet, gentlemen of the Board, this year in the last week of September, a week in advance of our usual day of meeting in the first week of October, to accommodate a public engagement of two of our members, Bishop Whipple and Treasurer Pierpont Morgan, which calls them to a distant part of the country in their necessary attendance

upon the Triennial General Convention of the Episcopal Church.

The operations of the Board in the administration of the charitable endowment of Mr. Peabody have been conducted with the usual regularity, activity and prosperity during the year under the wise and circumspect direction of them by our General Agent, Dr. Curry. The details of this administration will be laid before you by Dr. Curry, and it is believed that few, if any, changes in the policy and system of the operations of the Board will be needed during the coming year. The wise benevolence of Mr. Peabody in laying out the scheme of administration of the affairs of the Board under the watchful and sagacious eye of Mr. Winthrop, the chairman designated by Mr. Peabody and our only chairman to this day, has made it just and prudent for the Board to repose complete confidence in this conduct of its affairs from the beginning.

We have frequently had occasion at our successive annual re-assembling to lament the death of a valued and beloved associate, but at this time we miss from our meeting the Chairman, who has almost without interruption presided over our deliberations. Last year in his declining health he failed to be present with us, but supplied his absence by a full and eloquent message displaying at once his undiminished zeal in the noble work of benevolence in which we were enlisted and the unimpaired faculties which he always brought to the service of the Board at its sessions and throughout the year.

We have always felt that Mr. Peabody's great purposes in the beneficent endowment which he founded, had he not had at his command the wise counsels of his friend Mr. Winthrop in laying out the comprehensive plan of his great charity and shaping its work to practical and fruitful results, might have missed much of what has so amply

illustrated and justified the wisdom of his design. In the long period which has brought us nearly to the completed term of thirty years, which Mr. Peabody had assigned as the necessary duration of our Trust, we have felt in Mr. Winthrop's constant watch over the working of this charity the living spirit of the Founder in Mr. Winthrop's management of our affairs as well as his own inspirations.

In the long years of active life, of public spirit and public labors, which filled up so fully his daily interests, there was none during the last thirty years in which Mr. Winthrop felt a more solicitous and sedulous concern than in carrying out to its utmost sphere of beneficence the Peabody Endowment.

His very many and quite various positions of public distinction and public usefulness are recorded in the annals of the State and the Nation, and have been celebrated in praise by many eloquent tongues. This is not the place to rehearse these praises nor to select from them special instances of the esteem and admiration with which his countrymen have always regarded him. His whole life from early manhood was marked by notable topics and associations which have been elevated, and his enlightened oratory gave its constant service to the support of good opinions and good institutions. We inscribe upon the pages of the minutes of this annual meeting our esteem, our homage, our affection, and our deep sense of our bereavement suffered in his death:

At the conclusion of Mr. EVARTS's remarks, on motion it was voted that Chief-Justice FULLER, Mr. COURTENAY, and Mr. CHOATE be a Committee to prepare a minute for the records in relation to Mr. WINTHROP.

Mr. EVARTS was chosen Chairman of the Board, and Chief-Justice FULLER First Vice-Chairman, in place of Mr. EVARTS; and Bishop WHIPPLE was re-chosen Second Vice-Chairman.

On motion of Dr. GREEN, the Hon. JOHN LOWELL, of Boston, was unanimously chosen a Trustee to fill the vacancy caused by the death of Mr. WINTHROP.

Dr. CURRY, the General Agent, presented his Report, which was accepted, and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

IT has not seemed fit, since my connection with the Fund as the chief administrative officer, that the death of a Trustee should be made the occasion of a personal tribute to his memory or worth; but our last affliction is so peculiar, comes so close to all of us, affects the Board so vitally in membership and policy, as to justify a departure from the usual silence.

My personal relations and intercourse with Mr. Winthrop were so intimate that it is hard to accustom myself to the great privation. In my cherished possession are hundreds of letters written by him on various subjects, from which it would not be difficult to form a portraiture of his character, and of what concerned, most constantly and deeply, his thoughts and wishes. His life and eminent attainments made him touch society, our country, and humanity at so many points, and his ability was so great and his influence so marked, that no man of recent days was more fully a representative of the whole country, or drew the different sections more lovingly into bonds of peace and fraternity.

Because possessed of a combination of rarest qualities, Mr. Winthrop was often chosen to preside at business meetings and festive banquets, and over legislative bodies. For sixteen years he was President of the Massachusetts Bible Society; for thirty years, of the Massachusetts

Historical Society; for twenty-five years, of the Boston Provident Association; for eleven years, of the Children's Hospital; for ten years, of the Trustees of the Episcopal Theological School at Cambridge, Mass.; for three years he was Speaker of the Massachusetts House of Representatives, and for two years also of the Federal House of Representatives. He was an ideal presiding officer; and Mr. Peabody, with his excellent knowledge of men, designated him as Chairman of this body. For twenty-seven years he acted as such, discharging the duties with unabated interest; and all recall how carefully he pre-arranged everything, with admirable taste and for the wisest consideration of the matters of the Trust. As early as 1870 he began that remarkable series of introductory addresses, forecasting the action of the session, which are models of purest English. He understood exactly what he ought to do as the head of the Trust, and how to do it. The Hon. William Everett, in the Harvard Magazine, truthfully says: "That ceremony which consists in conducting with elegance, precision, and dignity whatever has to be done before others, with due respect to tradition and due regard to every person and thing concerned, and takes full account of time, place, and manner, assumed in his hands a positive and individual character, utterly refuting such nonsense as that America is no place for gentlemen."

While personal dignity, equal courtesy, and faultless propriety marked his whole demeanor in the Chair, everything was subordinated to the objects and ends of the Trust with whose genesis he was associated as counsellor and friend. Having advised in the preparation — if he did not write the substance — of the letter of gift, he suggested the appointment of the Southern Trustees (Rives, Aiken, Graham, and Bradford), and possibly of others. Liberal

benefactions have been made for founding or endowing institutions of learning; but Mr. Peabody, with true philanthropy and sagacious love of country and institutions, sought to supply the needs of those most destitute of educational means and privileges. As Mr. Winthrop shared in this desire for the education of the masses, I ask permission to write of him in that connection, leaving to others to narrate the social, religious, political, historical, and literary aspects of a life so full of instruction, and to hold him up before the youth of the land as a "lover of his Commonwealth, his country, his race, and his God," as the model citizen, patriot, statesman, orator, and philanthropist.

From his entrance into public life, in the Massachusetts House of Representatives, to its close in the Senate of the United States, Mr. Winthrop was the wise and unceasing friend of universal education. He entered the Boston Latin School in 1818, and cherished with pleasure the remembrance that he was a "medal boy;" and in 1856, when he delivered the oration at the dedication of the statue of Franklin, which he himself had suggested, he wore the medal of his youthful success. He ever afterwards took pride in the public schools of Boston, was one of the earliest promoters of her Public Library, and made to it the first donation of books. On the 14th of January, 1837, in the Massachusetts House of Representatives, it was ordered that the Committee on Education consider the expediency of providing by law for the better education of teachers. In April, Mr. Winthrop for the Committee reported a Bill which passed; and thus Massachusetts, nearly sixty years ago, was the pioneer State in establishing Normal Schools. Identified with the first establishment of special schools for the training of teachers, his interest never abated, his convictions became clearer and

stronger ; and through the whole history of our great Peabody Normal College at Nashville, Tenn., he has been its watchful friend, its generous helper, and to the last of his days evinced a most paternal solicitude for its well-being. The establishment of Normal Schools in Texas, Louisiana, Alabama, North Carolina, Virginia, and other States, had his support ; and he never relaxed his constant supervision. Nothing in my frequent letters more interested him than the accounts given of the success of these teacher-training institutions. The more minute the information furnished, the more he was pleased, as he took the liveliest interest even in remote places and obscure persons. The school in South Carolina naturally elicited much of his sympathy, and few things in his life were more gratifying to him than the attachment of his name to the "Winthrop Normal College." With sensitive vigilance he guarded the honor of Mr. Peabody and the *personnel* of the Board. Repeatedly he called attention to the repudiation of the bonds held by us on Florida and Mississippi, and always insisted that the double debt of honor should be discharged by the defaulting States.

Mr. Winthrop was an ardent advocate of the elevation of the lately emancipated race ; and all the efforts of the General Agent to have the negroes made, proportionately with the white people, the beneficiaries of school privileges called forth his encouragement and praise. When the Trustees in 1879 presented to Congress and the country that state paper of unequalled excellence in behalf of government aid for the education of the negroes, he was in fullest sympathy with the wise recommendation and the unanswerable argument. "Slavery," he said, "is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education." When national aid for the prevention and

removal of illiteracy broadened into a more general scheme, while he disapproved of some of the features he gave his adherence to the object and the means, and deprecated the hostility of Congress and the apparent indifference of men and of parties to a most perilous menace to our free institutions. A government managed in whole or in part by illiterate people is "a government of one-sided and shallow experience."

When, the death of our illustrious Chairman occurred, schools and colleges and the press paid generous and grateful tribute to his memory. The action of the Peabody Normal College is herewith submitted.

On the 18th of February, 1895, occurred the centennial of Mr. Peabody's birth. The occasion was seized by many schools in the South for testifying gratitude to their unexampled benefactor, to acquaint the school children with prominent events in his life, and to kindle a fresh enthusiasm in behalf of popular education. The day was duly celebrated in many places; appropriate addresses were made, and the ceremonies were considered successful and useful. While many were active in recognition of the one hundredth anniversary, Col. Thomas D. Boyd, of the Louisiana Normal School, was especially prominent, and addressed a circular to the school officers of the South, asking concurrent action. A programme was sent out, suggesting a sketch of the life and services of George Peabody, a sketch also of the work being done in the South by the Peabody Education Fund, and some patriotic songs. This, with modifications, was observed in several States. The celebration was not confined to the South, but had observance as well in Baltimore, London, and Massachusetts. The committee at Peabody, Mass., received among their congratulatory telegrams one from Queen Victoria, as follows :

"On this, the one hundredth anniversary of the birth of George Peabody, the grateful remembrance of him and his noble and munificent deeds of charity in this country is fresh in my heart and that of my people."

The Duke of Devonshire telegraphed also :—

"The Chairman and Trustees of the Peabody Donation Fund desire to associate themselves with the committee formed to commemorate the birth of Mr. George Peabody, and offer their sincere respect on the occasion."

Letters of inquiry addressed to the General Agent showed a great lack of information about the life of Mr. Peabody and the work done by the Trustees of the Fund. A pamphlet containing some of the best addresses of the centennial occasion has been suggested as meeting this want; but perhaps the volume in manuscript, referred at the last meeting to a committee for examination, may serve better to give an accurate knowledge of the leading events of Mr. Peabody's life and of the great work achieved by the Fund.

Several years ago, the General Agent urged upon the Legislatures of the several Southern States to combine in the erection of a bronze statue of Mr. Peabody, to be placed as a memorial of their gratitude in the Hall of the House of Representatives in Washington; and he proposes to continue his effort to that end.

It is interesting to mark and record the milestones of our progress since the first meeting in 1867; and it must be gratifying to the administrators of this Trust to review this progress and recall the fact that the Peabody Education Fund has been a most potential agency in producing a marvellous Educational revolution. In 1867 a well organized system of free schools did not exist in a single

Southern State. Now, every one has imbedded in organic and statute law and in public opinion the machinery of public Education, and the Schools are becoming adequate to the needs of all the children, irrespective of race or color. In 1870-71 the pupils enrolled in public schools in the Southern States, excluding Missouri, Kentucky, and Maryland, numbered 1,033,113. In 1891-92, the enrolment was 3,619,025, of whom 1,352,816 were colored children. The receipts of school moneys from taxation in all the Southern States in the year 1870-71 were \$9,026,815.00 and in 1891-92, \$16,004,269.00. The Commissioner of Education estimated, last year, that the Southern States must have expended for the education of the negroes nearly \$75,000,000.00. Our first gifts were to schools and towns and cities, to educational journals and agents, for the purpose of creating a sentiment in favor of free education supported by public taxation. The second step was to induce the States to organize public-school systems and make them a part of the organic life of the commonwealths, as much so as either of the three regular civil departments. When these systems became a "fixed fact," there was a gradual withdrawal of grants for local schools, and a concentration of the income upon schools and institutes for training teachers. Perhaps, along the line of educational work which the Trustees have steadily pursued, the last stage has been reached, and the Fund should hereafter be exclusively used in establishing on permanent foundations and perfecting Normal Schools for both races. Thus we may best promote the success of Common Schools — the hope of the land — and at the same time erect, in "every one of the States" (for each of which Mr. Peabody expressed "the same sympathy") an enduring and fruit-bearing monument to the Founder, and keep the high purpose "of aiding the States, and

placing our great country foremost, not only in power, but in the intelligence and wisdom of her citizens." It is very manifest, from the cautious phraseology of Mr. Peabody's two letters of gift, that he had in contemplation such an annual use and such a final distribution of the Fund as should perfect the systems of education of the different Southern States. He had clearly in his mind, not a preponderant expenditure for one State, but a diffusion of benefits among all, so as to aid them "in their own exertions to diffuse the blessings of education and morality." By means of adequate aid to permanent Normal Schools, Mr. Peabody will be identified, not with one locality, but with all the Southern States; and each, in an institution for training teachers, would be doing a perpetual good, and be keeping alive in the minds and hearts of the people a fragrant memorial of his patriotic and unexampled munificence.

Superintendence of schools is of such vital importance that various expedients have been devised to secure it. Inspectors, examiners, superintendents, and commissions, general or special, have been appointed to supervise the administration of laws and schools, to suggest improvements, and to key up to the highest excellence. As the central State authority is alone able to view the entire field, with its needs and available forces, all the States have appointed Superintendents to gather statistics, to collect information respecting the condition and efficiency of the public schools and other means of popular education, and to publish knowledge concerning the best system of studies and the best method of instruction, in order that the best education which public schools may be made to impart may be secured to all children who depend upon them for instruction. As each State establishes, maintains, and regulates its own system, various duties are

assigned ; but in all, the Superintendents are charged with the general administration of the public schools, and are executive officers as well as inspectors. As no college or university can succeed without a head invested with power and responsibility, so these officers are now universally accepted as an indispensable part in any well-regulated school system. Any one who has carefully observed the origin and growth of free schools in the South will cheerfully ascribe their success to the zeal, ability, and self-denying labors of the Superintendents. Mr. Peabody, in his second letter of gift, June 29, 1869, begged to take the opportunity of thanking, with all his heart, the people of the South for the cordial spirit with which they had received the Trust, and for the energetic efforts which they had made, in co-operation with the Trustees, for carrying out the plans which had been proposed for the diffusion of the blessings of education in their respective States. Brought into close official relations with the State Superintendents, acting through them, relying largely on their discretion and wisdom in recommendations to the Board, I am glad to acknowledge their voluntary and useful labors, and to thank them for the ready co-operation they have given in all efforts to raise the standard of teaching and to elevate the character of the schools. It has, however, been my duty to bring to your attention that one of the sorest evils connected with the general superintendence has been the frequent changes in the office, the mischievous rule of rotation, and the dependence of the tenure of the office upon the varying complexion of parties. I have to report changes this year in Tennessee, Georgia, Alabama, and Arkansas.

Closely connected with State superintendence is superintendence in counties; and it is to be regretted that legislators, unfamiliar with the practical workings of sys-

tems of public education, (sometimes from false notions of economy, or misapprehension of the utility and real duties of such officers, dispense with them, or harmfully handicap them in their work.) These officers are appointed to do for counties what Superintendents do for cities; and as one of the gravest problems connected with free education at the South is the means of improving the schools in the country, where population is sparse and the burdens of taxation fall heaviest, these officers have been found to be most helpful in meeting the difficulties of the situation. The duties of school supervision properly discharged bear beneficially upon the whole work of public education, and have resulted in bettering the teaching, the courses of study, the methods of instruction and discipline, the school attendance, and the substantial progress of the pupils. Between them and the teachers and district officers there should be a close and cordially co-operative connection. The best men in character and qualifications should be chosen as supervisors.

This most important link of county superintendency concerns the education of nearly ninety per cent of all the people in the land, and therefore should not be lightly considered or injudiciously tampered with by voters or legislators. A Superintendent who understands his business, and has the spirit and honesty to perform it, must observe and test the fitness of teachers, and award certificates of license only to the competent. He must know how to grade and classify a school, and should look after the grading and classification of the pupils. He should study the schools, and see how the general educational spirit of the neighborhood is affected by the teacher. He should enlighten communities on the subject of education in its various bearings; and work up a sustaining sentiment. He should be able to hold Teachers' Institutes, secure proper conductors

and instructors, inspire teachers with a desire to improve, and draw out profitable discussions on practical points connected with the schoolroom. No agency connected with the school system is more economical than county supervision, or yields a larger profit on so small an expenditure; and the judgment of the most experienced educators is, that, with an efficient county superintendent, the rural schools can be improved at least fifty per cent the first year in his work. A Superintendent should be clothed with responsibility and authority, and have no connection with party intrigues and machinations. His duties, rightly understood and performed, are delicate and trying. The removal of an incompetent teacher is so unpleasant that the temptation is to tolerate, to endure, at the expense of the school and to the damage of the children. Almost any one, however lacking in essential qualifications for his work, can provoke opposition to an officer who wisely and courageously discharges a disagreeable task. To develop and maintain a proper teaching-force is one of the chief difficulties in an educational system. A progressive leadership is indispensable; but that leadership should be sympathetic towards teachers, and should be vigorously sustained by the public and the appointing power.

The Trustees have shown, in an unmistakable manner, their convictions as to the need of an intelligent and liberally educated teaching profession, and as to the salutary influence upon the people's schools of well-trained teachers, with high intellectual and moral culture. Hence, liberal co-operative aid has continuously been pressed upon the States to establish Normal Schools, or has been freely given to these schools when established. The Peabody Normal College at Nashville, Tenn., has been our pride and joy, and has received a large portion of our annual income. The expenditure has justified itself in many

ways. Under the judicious management of the able president, sustained by the trustees of the University, the State Board of Education, a harmonious faculty, and a concurring press, there has been a steady and permanent growth of the institution. Nearly every year has been marked by essential improvements. The course of study has been enriched and extended; more rigid requirements for admission have been fixed, and in the award of scholarships preference has been given to students who have enjoyed the advantages of the College at their own expense, and given proof of their fitness for the vocation of teaching; new branches of study and compulsory physical training have been introduced, and suitable buildings erected; an observation Model School for the study of the best methods has been put in successful operation; and such agencies of rational instruction as library, laboratories, museum, art collection, etc., have been founded or increased. As a consequence, there has been a steady advance in the grade of work done by the College, and the type of scholarship has been perceptibly raised. It is now with us an accepted principle, that a professional school for pedagogy must rest upon the foundation of thorough general culture, and that this necessary preliminary training, if postponed until after admission to a Normal School, necessitates "limitations which prove obstacles to general culture" and to a profitable use of the advantages offered. A German writer says, "It is ridiculous to expect of young people to solve difficult psychological and pedagogical problems, when they still wrestle with grammatical and rhetorical rules." If a Normal School undertakes to prepare its students for their profession, to teach the science of pedagogics and the art of teaching, it obviously can accomplish this task best if the general education of the students has to a degree been completed before matriculation. "If a separation

between general preparation and professional training be made, the work in the Normal School would be more unified, and its effect upon mind and heart more intense."

Those who have had best opportunities to judge cheerfully concede, that, as a result of the work of our College and the diffusion of its graduates throughout the South, the level of professional training has been considerably raised during the last ten years. These improved teachers are the leaven of the public schools and academies, creating a higher standard for licensing teachers and of methods of instruction; and thus, with the elevation of teachers, the development of public education goes along *pari passu*. It would not be difficult to trace many of the reforms in organization, classification, and teaching, and a healthier educational opinion, to these teachers; and hence it follows that Normal Schools more directly and favorably influence the life of the people than do other schools.

Since 1877, the College has graduated, from Alabama, 90 students; from Arkansas, 70; from Florida, 24; from Georgia, 149; from Kentucky, 5; from Louisiana, 47; from Mississippi, 46; from North Carolina, 92; from South Carolina, 58; from Tennessee, 336; from Texas, 88; from Virginia, 89; and from West Virginia, 48. Tennessee increased its appropriation to the College to \$20,000; but a part of this is for a chair of American History. The report of Dr. Payne, "a man," says a leading journal, "recognized on both sides of the Atlantic as an authority on education," herewith appended, gives all the necessary details concerning last year's work.

VIRGINIA.

Copious extracts are given from the excellent report of the Hon. John E. Massey: —

"To the usual and direct appropriation from the Peabody Fund must be added eighteen scholarships in the Normal College at Nashville. Nine of these being vacant, examinations were held at six places. Twenty applicants entered the contest. The scholarships have not deteriorated in the estimation of our young men and women. A progressive principal writes: 'Our Board desires to employ graduates of our High School who have also graduated at Nashville.' I avail myself of every opportunity to encourage the employment of graduates of the Peabody Normal College in our public schools. One of them, after less than a year's work in a district school, was recently promoted to a vacancy in the High School of Richmond city.

"At the last session of the Legislature, an appropriation of twenty-five hundred dollars was made for maintaining Teachers' Institutes for the year 1893-1894, and a like amount for the year 1894-1895. This appropriation is not adequate to the demands of the work, and I shall apply for an increase.

"Following the scheme outlined in my last report, the second year's course of instruction was placed in the hands of the teachers several months in advance of the opening of the Institutes. Teachers were thus fully apprised of the character of work to be done, as well as better prepared to digest the instruction given. By this step the practical value of Institutes has been greatly enhanced, and the teachers have been awakened to the importance of continuous professional study. Two difficulties were encountered; namely, (1) Failure to secure the attendance of all teachers in attendance last year; and (2), Inability of teachers to purchase the books recommended. The first difficulty was partially overcome by a brief review of the first year's course of instruction, if in the judgment of the conductor the number of new teachers made this expedient. It was found that the course prescribed for the second year was admirably adapted to the needs of teachers in attendance.

"The Bedford Institute (School of Methods) opened June 24, and continued four weeks; the summer session of the Virginia Normal and Collegiate Institute (Petersburg) opened June 17, and continued five weeks; the Institutes at Abingdon, Charlottesville, Farmville, Hampton, and Alexandria opened July 2, and

continued four weeks. The session of each Institute embraced twenty full school-days of actual teaching. Each Institute was divided into four sections; and the outline course of instruction and the programme of daily exercises prescribed by the State Department were followed. The programme provided for five and a half working-hours each day. Two subjects were assigned to each instructor, and one to each conductor; a portion of each conductor's time was devoted to supervision.

"The enrolment for the year — white teachers, 1209; colored, 546 — is the largest ever reported in the State, — a very gratifying evidence of the spirit of our teachers. Their expenses — board and transportation — must have exceeded ten thousand dollars. When I consider the scanty salaries of teachers and the limited period of their employment (about five months in county schools), I think their effort for improvement is truly heroic. A series of special lectures and evening entertainments given at each Institute were highly profitable, and served to bring the Institutes into closer sympathy with the citizens. The average daily attendance for the year was better than ever before. This is attributed to the fact that I authorized county superintendents to renew for one year the certificates of teachers who attended *every class of any one of the Institutes for the full period of four weeks, and diligently pursued the work prescribed*. Teachers were studious, teachable, and enthusiastic. Instructors were faithful, efficient, and sympathetic. Towns in which Institutes were held this year appropriated about twelve hundred dollars for incidental expenses. I am well satisfied with the result of this year's work — the best of my administration.

"The annual State appropriation for the support of the State Female Normal School is fifteen thousand dollars. The school continues to improve in the direction of normal work. The total enrolment for the session was 280, an increase of nearly thirty per cent over the previous year. The indications are that the next session will be equally prosperous. The property recently acquired is being remodelled for a practice school.

"The Virginia Normal and Collegiate Institute closed its twelfth school year June 17, 1895. The total number of pupils enrolled was 321 — males, 179; females, 152 — representing eighty-four

counties and cities. In addition, the Summer Normal School held at the Institute enrolled 213. The Normal and Collegiate Institute grows in public favor, and under excellent management is securing good results. The State yearly appropriates fifteen thousand dollars for the support of this institution. The Peabody appropriation is the main support of the Model School.

"It is difficult to ascertain the exact amount expended for the education of the negro in this State. A careful approximation, however, places the total amount at four hundred and forty thousand dollars per year. This includes all public money, State and local.

"The Hampton Normal and Agricultural Institute enrolled during the past session 951 ; 579 were boarders, 138 were Indians. In his report of July 16, 1895, President Frissell, after speaking of the increase in the requirements for admission to the academic department, continues : 'With the improvement and multiplication of the public schools of the State, better opportunities than have been possible before have been offered to colored youth. Failure on the part of a young colored man or woman in Virginia, to-day, to obtain the rudiments of an English education at the age of eighteen bespeaks lack of ambition on his part and that of his parents. . . . With the improved condition of the colored people, more of the burden of educating their children ought to be thrown on the shoulders of the parents. Some progress has been made during the past school year towards unifying and correlating the work of the School. We have a varied material to deal with, and the School is attempting a great deal. We are trying to teach people how to live, and the education in the school-room as well as the shop has very definite ends. A marked feature of the academic work during the past few years has been the prominence given to practice teaching. Considerable advance has been made in the Department of Agriculture ; besides the practical every-day training, regular instruction has been given on the theory of farming. There is every reason to hope that it will be possible to keep the colored people of the South on the land, if only they can learn the best methods of farming. The Hampton School ought to devote much energy to fitting young people to be enthusiastic apostles of agriculture ; for the salvation of the Indian and Negro depends upon their owning land and cultivating it properly.'

"Including the appropriation to the State Male Normal School of the College of William and Mary, the State annually appropriates forty-five thousand dollars for Normal Schools.

"County superintendents report decided improvement in the teaching force, the result of the work of the Summer Institutes, Normal Schools, and uniform examinations for teachers' certificates. The school system continues to grow. I regret that the revenue does not increase in like proportion. For some years, the Legislature has made an appropriation of two hundred thousand dollars for school purposes from the general revenue of the State. The growth of the schools demands that this appropriation be increased, and I shall recommend that county boards of supervisors be allowed by law to increase county and district school levies. I look to this source for such an increase in revenue as will meet the growing demands of the schools.

"In recognition of the munificence of George Peabody, the centennial of the birth of the great philanthropist was celebrated in many public schools and other educational institutions in Virginia. The observance of the day (February 18, 1895) in Richmond and other cities was specially impressive. At a meeting held in Richmond, measures were taken to collect a fund for the erection, at Washington, of a suitable memorial. On the opening of the schools in the fall, I shall bring the subject to the attention of other Southern State Superintendents, and solicit their earnest co-operation in collecting funds for the purpose. The movement begun in Virginia will, without doubt, be heartily seconded by the Superintendents of all the States benefited by the munificence of George Peabody. I shall recommend that the 18th of February of each year be observed as "Peabody Day" by all the schools of the State.

"I am now considering the advisability of organizing only two Institutes next summer, one for white and another for colored teachers, centrally located; each to include an academic department of eight weeks, and a professional department of four weeks; the course of instruction for the third year to be given with special attention to primary methods; an ample corps of experts to be engaged for the faculty of each Institute, and accommodations to be provided for fifteen hundred white and a

thousand colored teachers. I desire also to hold a convention of county and city Superintendents for one week, and a meeting of school trustees for two or three days, to consider the practical problems arising in the administration of the system, and to hear discourses on school organization, management, etc., by the best talent that can be engaged. Furthermore, I should like to have a meeting of the State Teachers' Association, inviting representatives of the different universities, colleges, leading private schools, etc., to be present and participate. To make this plan effective, at least two thousand dollars from the Peabody Fund will be needed (to be applied exclusively to the pay of instructors), and an address at each Institute by the General Agent. Can you not supply these needs? Please accept our assurances of gratitude for your liberal recognition of Virginia's educational needs."

NORTH CAROLINA.

From the Report of the Hon. J. C. Scarborough, and from other sources, interesting facts have been gathered.

As early as 1816, an effort was made to carry out the mandate of the Constitution in regard to a State system of schools. Archibald D. Murphey was to North Carolina, in the great cause of education, what Jefferson was to Virginia and Mann to Massachusetts. He submitted an elaborate report in favor of a gradation of schools, regularly supporting one another,—from the one in which the first rudiments of education are taught, to that in which the highest branches of the sciences are cultivated. No action being taken on this report, Mr. Murphey, in 1817, after visiting New England and Europe, and making a careful study of their school systems, submitted a voluminous paper providing for a system of education from the primary school to the university. In 1825, the Legislature created the "Literary Fund" for the support of common schools. To this fund were given the net proceeds of the sale of all the swamp lands of the State, three-fourths

of all poll taxes, and all fines, forfeitures, and penalties, together with all taxes levied by the State or counties for this purpose. In 1839, counties were divided into school districts, and elections were ordered to ascertain public sentiment, — on the condition that if the sentiment were favorable, superintendents should be appointed to establish and supervise schools in such counties. The Act further provided for the payment of forty dollars to each school district, when a like amount was contributed by the people and a suitable building was provided. In 1840, nineteen counties received school money under the Act. In 1850, a Superintendent of Common Schools was authorized, and Calvin H. Wiley was appointed. He remained in office a number of years, doing most valuable service, with great zeal and ability. The census of 1850 shows 100,591 attending school. In 1855 the average school term was four months, and there were three thousand school-houses in the State. In 1856 the Superintendent reports attendance at colleges at one thousand; at academies, nine thousand; at common schools, thirteen thousand. In 1863, amid the convulsions of war, defective returns show not less than fifty thousand children at school. While Dr. Wiley was receiving reports from schools and tabulating statements of their condition, he looked out of his office window and saw the front ranks of General Sherman's army marching up the street.

For four years the public schools were closed. The Constitution of 1868 is the foundation of the present school system. In 1871, by unanimous vote, a school law was passed, thus declaring by legislation "that all opposition to the public school system embodied in the Constitution of 1868 was withdrawn, and the broad and liberal doctrine was accepted that the State must educate its children." In 1877, the Legislature appropriated two

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sup. 1850

thousand dollars a year for two years for the establishment of a colored Normal School at Fayetteville. Subsequently, five other Normal Schools were established for colored people. For the support of the six, the State gives nine thousand dollars annually; and this year they enrolled nine hundred and nine pupils. The country colored schools are supplied from them with teachers reasonably well equipped in the branches taught in the public schools.

In 1891, the State Normal and Industrial School was opened at Greensboro, under the energetic and able administration of Dr. Charles D. McIver. It has had wonderful success. At the last session, under eighteen teachers, besides the assistance of teachers and special lecturers, there were four hundred and five students, and at the same time about seven hundred applicants for admission. The State makes an annual appropriation of \$12,500, and lately gave an additional sum of \$5,000 per year for two years for sanitary and building purposes.

Beginning in 1871-1872, with the tax of six and two-thirds cents on the one hundred dollars' worth of property, the general school tax has been increased until it now amounts to eighteen cents on the one hundred dollars, and the fund has grown from \$177,498 in 1871 to \$751,608 in 1894. This sum, however, is totally inadequate, giving schools outside of the towns only sixty days in the year. The Constitution of 1868 adopted the township system of local taxation for public schools. The new Constitution swept away this excellent provision; but friends of education, seeing how impossible it is to build up an efficient school system on the sole basis of general State taxation, are seeking to revive the principle of local taxation. The last Legislature, responding to their appeal, passed a law making it possible for forty out of the ninety-six counties of the State to tax themselves for the education of their

children, so as to give rural schools some of the advantages now enjoyed by the city schools.¹ Other amendments were made to the school law which do not promise equally good results. The selection of text-books was taken from the State Board of Education and intrusted to the county commissioners. County superintendents and county boards of education were abolished, and county Institute work was destroyed by repealing all laws allowing county boards of education to make appropriations for that purpose.

SOUTH CAROLINA.

The Hon. W. D. Mayfield reports: —

“The Winthrop College did a good work this year; it had an enrolment of fifty-eight pupils, making an aggregate enrolment of four hundred and fifteen pupils since its opening in October, 1886. The institution has sent out one hundred and ninety-six graduates. The reputation of this College is such that its graduates almost universally find immediate employment, which of itself is commendation enough of the class of work done.

“The Winthrop Training-School has been merged and developed by Act of the Legislature into the Winthrop Normal and Industrial College; it has been removed from Columbia to Rock Hill, and about two hundred thousand dollars have already been spent, exclusive of the labor of about one hundred convicts furnished by the State, in the erection, completion, and equipment of the buildings, and it will take fully fifty thousand dollars more to complete them as intended. The College buildings are fast approaching completion. Prof. D. B. Johnson has been elected President of the College, and is now on the grounds supervising the finishing touches, and all is being done that can be done to have every-

¹ It is no doubt true that the interest in public-school education manifested everywhere throughout the State is attributable, in part at least, to the efforts of towns to help themselves independent of outside aid. . . . No State in the Union raises so much for schools by local taxation *per capita*, while the entire amount raised by local taxation is exceeded by only four States. — *Mass. Rep.*, 1894, p. 158.

thing ready for the opening of the College, which takes place October 15. The main building is one of the largest and finest school-buildings in the South, and is well arranged for the purposes for which it is intended to be used, well lighted with electricity, and well ventilated. The recitation-rooms are large, and furnished with the most modern school desks, teachers' desks, and chairs, and real slate blackboards. The rooms for teaching cooking and domestic economy, sewing, dress-making and millinery, stenography, telegraphy, typewriting, and book-keeping, chemistry and biology, free-hand and industrial drawing and art, music, vocal and instrumental, are all amply and appropriately furnished. The College has a complete system of water-works, which it owns and operates, and a complete fire-protection system. The campus contains thirty acres, with a number of shade-trees on it, and is now being prepared to be set in grass, flowers, and ornamental evergreens. A farm of three hundred acres, situated one mile away, is owned by the College. Here it is proposed to grow vegetables of all kinds, have meadows for hay and pasture for cows, furnish milk, make butter, cheese, etc., for the College. Sufficient accommodations are now completed for three hundred girls in the College buildings, and others can be cared for at private houses. The total cost to those quartered in the College buildings for board, lights, heat, and washing will not exceed \$8.50 per month for the nine months.

"The year's work in Teachers' Institutes has been most satisfactory, and in the opinion of all who have had an opportunity to judge and have expressed themselves it is the best ever done in the State. The Greenville Institute ran four weeks; Laurens, three; Spartanburg and the others, one week each. The attendance has been remarkably good, and the instruction was received with an enthusiastic spirit. I am trying to change, and in a measure have succeeded, from a one week institute to a three or four weeks summer-school, with regular prescribed courses.

"The work in the Normal Department of Claflin University has had two ends in view, — a thorough knowledge of the fundamental branches taught in the common schools, and a knowledge of the best methods to be employed in teaching these branches. While in this department the common branches of study are

taught, it is recognized that the department must do a work not done in the other departments: it must fit young men and women for the work of teaching in the schools of the State. In the distinctive professional work of the department, instruction has been given in Psychology, the Art of Teaching, School Economy, and the History of Education. That the students may gain the art of teaching, they have had the opportunity of observing good teaching and of practising teaching under criticism. The Professor of Pedagogy has taught classes of children in their presence, and under his supervision they have been required to make frequent visits to the different grades in the English schools for the purpose of noting and studying the methods used. They have then met in the recitation-room, and, in the presence of the Professor, discussed and passed criticism upon what they had observed. In the presence of the Professor, also, each member of the class has been accustomed to teach the lesson of the day to the other members. In order to make this department still more efficient, another year has been added to the course of study, making it four years."

GEORGIA.

The new State School Commissioner, the Hon. G. R. Glenn, reports that the Legislature made an appropriation of twenty thousand dollars for two years—ten thousand dollars per annum,—for the establishment of a Normal School for whites at Athens. The trustees of the University gave what is known as the "Old Rock College," and the building has been remodelled and adapted for the purposes of the school. The school, with a faculty of six teachers, was opened on the 17th of April, and seventy-two pupils have been enrolled, coming mostly from the public schools of the State. The school at Milledgeville sustains its high reputation, and sends out annually twenty-five or thirty girls, who go for the most part into the village and rural schools as teachers. Chancellor Payne visited the school and delivered several lectures to teachers and pupils, and he writes in most complimentary

terms of the work done. "I hope," says the Commissioner, "to see in time a school for colored teachers; and I am glad to say that our people are becoming more and more inclined to aid the colored people in providing better schools for their children and better means of education for the teachers. I am sorry I cannot now give you accurately the amount of money we are spending upon the colored people in Georgia, but it is in the neighborhood of four hundred thousand dollars per annum."

The State appropriates for Teachers' Institutes a little less than four thousand dollars, and on this small appropriation the annual Institutes have been conducted only one week. "I am glad," says the Commissioner, "to say that our people all over the State are taking more interest in educational affairs. I have made already in the State something like one hundred and twenty-five addresses on education. I have visited personally more than seventy-five counties, and have met with a cordial greeting and an attentive and interested hearing wherever I have been, and I shall push with all my might the great educational reform."

WEST VIRGINIA

was the first Southern State to establish a Common School system, providing education for both races at public expense. In 1863, when in the Constitution was incorporated an imperative obligation for the establishment of a thorough and efficient system of free schools, the outlook was not very hopeful; for illiteracy was widespread, and educational facilities were meagre. During the last thirty-two years, the progress has been so remarkable that Dr. Mayo says, "All conditions and circumstances taken into consideration, it may without exaggeration be asserted that no American State, within three decades, has so distinguished itself by the zealous, intelligent, and progressive

spirit of its people in the great cause of universal education as West Virginia."

The Superintendent, Hon. Virgil A. Lewis, writes:—

"As you are aware, we have fifty-five counties, in each of which the law requires an Institute of five days to be held. These Institutes have been held in a large number of the counties, and from the reports I find that rapid progress is being made. Comparing these reports with those received last year, it appears that the attendance has been 3,935,—a gain over last year of 302. In the entire State last year the attendance was 7,956; so that if the increase in the attendance is maintained in the counties not yet reported, the total attendance will be about 8,500,—which will certainly be a splendid record for the teachers of the 'Little Mountain State,' for which your generosity has done so much.

"The State appropriates one thousand dollars per annum for Institute work, which, with what is received from the Peabody Fund, gives an average of about fifty-four dollars to each county. Because of this small sum, and the difficulty of reaching many of the interior counties, the work has been done the present year largely by local instructors, the fund not being sufficiently large to warrant the employment of instructors from other States,—something I hope to be able to do next year, so that our home men may have the advantage of contact with the live and progressive men of other States. Several counties have, by resolutions, asked for two weeks' Institutes next year. I most earnestly wish that you and your associates could see the work done for West Virginia in the last quarter of a century. When I think of it, I am ready to exclaim, 'All honor to the men who have made this training possible!'

"At the last session of the Legislature the appropriation for the State Normal Schools was increased, so that we now have an annual appropriation of nineteen thousand two hundred dollars. This increase greatly relieved the pressure upon the Peabody appropriation, and enabled us to defray the expenses of the Institute work of the year. Notwithstanding the business depression, the Normal School work has been very successful; and I am warranted in saying, that, because of the adoption of a uniform course of study, the results are more satisfactory than those of any

previous year. Including the sixty-five colored students in the West Virginia Colored Institute, we had during the spring term in the six Normal Schools of the State nine hundred and twelve students, a large majority of whom were under normal training.

"That you may obtain a general knowledge of our public school work, I add the following, which is compiled from the latest data:

"In 1894 West Virginia had 380 Magisterial Districts, which are divided into 5,453 sub school-districts. In these districts there were 5,302 school-houses, of which 706 were log, 4,456 frame, and 140 brick or stone; 2,497 containing improved desks; 2,750 with apparatus; and 7,521 volumes in school libraries. The value of school property, including furniture and supplies, was \$3,120,927. There were 202,361 white youth between six and sixteen years of age, and 8,761 colored youth between six and sixteen years of age; 69,044 white and 2,604 colored youth between six and twenty-one years of age, — 271,405 white, and 11,365 colored youth enumerated in the State for the year 1894. Of these youths, 211,630 white and 7,188 colored were enrolled in the public schools of the State, and the average daily attendance was 135,381. The average age of the pupils was eleven years. There were employed to teach these pupils 5,909 white and 206 colored teachers, who received (according to their grades of certificates) from \$34.10 to \$20.45 per month for an average school session of five months. For the support of the schools of the State, this Department received, for the year 1894, \$382,945.44 as the State School Fund. The receipts for the Teachers' Fund, derived from local or district levies, were \$1,180,367.30, and for building purposes, accruing from district or local levies, \$726,999, — a total of \$2,290,311.74. The disbursements were \$1,616,944.48, — a *per capita* expenditure of \$11.74 for 'average daily attendance,' and \$5.56 for 'enumeration.' The valuation of all property subject to taxation in West Virginia in 1894 was \$220,007,517."

LOUISIANA.

The Hon. A. D. Lafargue reports: —

"There has been much educational activity in the State during the last year. The president of the Normal School and other persons have thrown themselves with much vigor into school work, —

not only for the promotion of the interest of the Normal School, but also for the much needed improvement of school work generally in the State. A State Chautauqua, continuing five weeks, was organized, with a skilled faculty and a course of study so arranged that drill-work and review are provided for along all lines. Five Peabody summer normal schools were also held by authority of the State Institute Board; and a full, carefully prepared, and valuable outline of work for the first-year course was published in advance and distributed among teachers. The Acts of the Legislature relative to the Normal School required the faculty to hold Teachers' Institutes during the vacation; and to those Institutes is due in a large measure an increased interest in public education throughout the State. The last Legislature sought to systematize these Institutes, requiring that they be held at least twenty weeks, under the direction of a State Institute conductor, the President of the Normal School, and the Superintendent of Education. Under the new law a Teachers' Institute of one week's duration has been held in each Parish, and the graphic account of them in the 'School Review' shows that they were highly enjoyed and beneficial to the teachers.

"The State Normal School has now been in existence ten years, and has graduated one hundred and sixty-seven persons, — one hundred and four of whom were engaged in teaching during the current school year. As an evidence of the success of these graduates of both sexes, schools are now better graded, attendance at the Normal School has been increased, and there is a growing demand for normal-trained teachers. There were three hundred and fifty-nine pupils this year, under the instruction of fourteen teachers. Originally the session was for six months, and the course of study was limited to two years; now the session lasts eight months, and the course of study covers a period of four years. In addition to the regular Practice School, a Model School was established at the beginning of the year. It is designed to be a model for the ungraded country schools, and to give the students practice in organizing and teaching such schools. The experiment has been quite successful. Attendance at the Normal School has grown from one hundred and forty-eight in 1888 to the present number. The State appropriation for the School was \$13,750."

TENNESSEE.

The Superintendent, Hon. S. S. Gilbreath, reports as follows:—

“Institutes were held in Knoxville, Chattanooga, Nashville, Hartsville, Jackson, and Union City. The Institute at Knoxville continued three weeks. The total enrolment was two hundred and eight, representing eight counties. Teachers were also present from seven States. From Professor Wharton’s report I take the following: ‘The attendance was regular, the interest manifestly deep and sincere, and on the whole it might be called an enthusiastic Institute. . . . The Institute had the sympathy and moral support of the educational mass of the community in which it was held, and this fact speaks well in its favor.’

“The Institute at Chattanooga continued four weeks, and the average was one hundred and thirty-five. The teachers showed their appreciation by punctuality and by earnest and faithful work. Two afternoons of the third week and three of the last were devoted to a rigid examination of applicants for promotion from the primary to the secondary course. Twenty-five teachers succeeded in passing this examination.

“The Institute at Nashville continued three weeks. The total enrolment was one hundred and forty five teachers, and the average daily attendance eighty-five—a much larger attendance than has ever been had in any State Institute in Tennessee. While a large majority of the teachers were from Davidson County, there were still a goodly number from other counties, and there were several even from other States. The interest and spirit prevailing throughout the entire session were of the finest kind and extremely gratifying.

“The Institute held at Hartsville continued one week. Owing to the shortness of funds, the Institute could not be continued longer. The enrolment of teachers was about sixty-five.

“The Institute held in the city of Jackson continued four weeks. Notwithstanding the circulars were not issued until ten days before the time to open the Institute, the enrolment was two hundred and forty-six teachers, while the daily attendance averaged

one hundred and ninety-two. Every county in West Tennessee was represented, and several counties sent large delegations. From the report of the Faculty we note the following: 'We believe this Institute has demonstrated the practicability of the plan and the wisdom of the Agent of the Peabody Board and the State Superintendent in establishing them. Great good is being done. The people of Jackson appreciate the importance of this Institute. The local Board is ready to render every possible assistance and encouragement. They meet all expenses incurred in arranging buildings, furnishing janitor, etc. At the close of the Institute rigid examinations were held in all the branches taught. Seventeen teachers succeeded in passing the secondary course of study. Sixty-nine were promoted to the Senior Class.'

"The Institute held at Union City continued four weeks. There were in attendance two hundred and three teachers, and from the very opening it was a complete success. The primary course of study in the syllabus for Peabody State Institutes was adopted and closely followed. At the close of the Institute there was held a three-days' examination. Of the sixty-five applicants for certificates only fifteen were successful, which demonstrates that the examination was rigid. From the Superintendent's report I take the following: 'Already these Institutes are making themselves felt, and it will require but a few years, I imagine, under the four-weeks system, as inaugurated under the wise judgment of Dr. Curry, until our entire country will present one solid phalanx of well-equipped teachers, and the entire system be but one continuous graded school.'

"Colored Institutes were held on the same date as those for white teachers, with one exception, and were under the supervision of the conductors of the white Institutes. The work in these Institutes was left in the main part to local colored teachers, who were best fitted to give the instructions required. While the attendance was not large, considerable interest was manifested, and it is believed that good was accomplished.

"In addition to the regular appropriation of fifteen thousand dollars annually for the support of the Peabody Normal College at Nashville, and the appropriation of one thousand five hundred dollars for the support of the Peabody Normal Institutes, the

Legislature of Tennessee established at the Peabody Normal College the 'Chair of American History,' and appropriated for the maintenance of the same the sum of five thousand dollars, any part of which not used for the purposes stated to be used for the general expenses of the College. On the nomination of Chancellor Payne, W. R. Garrett, Ph. D., of Nashville, was elected to that important position by the State Board of Education. Dr. Payne recommended that one thousand dollars per annum be set aside for books, manuscripts, etc., and five hundred dollars per annum on account of Robertson Letters — these two items being in connection with American history. The Board acquiesced in the recommendation, agreeing, however, that any part of the above sum not used for the purposes stated might be used for the general expenses of the College in addition to the four hundred and fifty dollars not specially appropriated by the Board.

"I beg to say that the success of the Peabody Normal Institutes, so ably planned by yourself, and doing so much for the teachers of the State, is largely due to the aid received from the Peabody Fund. These Institutes, continuing in session from four to eight weeks, as suggested by yourself, are calculated to do more good and to be more extensively felt in the elevation of the teaching force than those of shorter duration; and it is my earnest desire that we may be enabled to carry on a number of such Institutes next year. Permit me to thank you and the honorable body you represent, in the name of the people of Tennessee, for your valuable assistance."

ARKANSAS.

From an interesting Report of the Hon. Junius Jordan, the State Superintendent, some facts are derived:—

"The State, at the last session of its Legislature, appropriated ten thousand dollars per annum for two years, for establishing a county normal school of one month's duration in each county of the State. Some of these normal schools were so crowded, I used a part of the Peabody Fund to supplement the State fund. The law allowed only one instructor to each normal school, to be paid from the State fund. The rural schools have

been more benefited than ever before, and there have been awakened a thorough educational enthusiasm and zeal in every county. Each community where the normal schools were held took an earnest interest in the work. The reports and resolutions from all the counties showed an indorsement of the work and of the system far beyond my expectations. It was an experiment; but so positive and practical have been the results that those who heretofore opposed the normal work now give it their hearty support. Our reports show that seventy-five per cent of the teachers attended the normal schools, and they ask for a longer term of normal work next year. I hope, with assistance from the Peabody Fund, to have a five-weeks term hereafter, and in addition to carry on a State normal school for nine months.

"The Jonesboro Normal School was organized with a force of three teachers; but, owing to a lack of patronage caused by local troubles, I discontinued the work of two teachers the second term, and used the services of the principal alone for the remainder of the time. The school worked through with twenty-five very interesting, hard-working, and promising teachers. The Prescott Normal School was continued two months under the management of Prof. W. C. Parham and two assistants. Seventy-two teachers attended, and the work was of the same high grade as at Jonesboro, embracing thorough academic and college training.

"Nine thousand nine hundred dollars were appropriated by the last Legislature for the Negro Normal School at Pine Bluff. Seven thousand two hundred dollars of this amount were for teachers' salaries. The State expenditure for this year for Negro county normal schools was \$1,445."

MISSISSIPPI.

The faithful and able Superintendent, Hon. J. R. Preston, sends a valuable Report, every word of which is worthy of publication. Some extracts are given which will show the masterly work accomplished by an officer whose retirement from the superintendence of the schools is a calamity:—

"For a period of four weeks each, four Normal Institutes for both races were held at Aberdeen, Brookhaven, Meridian, and the

University, and at Tougaloo, Greenville, Sardis, and West Point, with an enrolment of 1129 white teachers and 479 colored. The percentage of white enrolment was $25\frac{1}{4}$ and of colored, $15\frac{1}{2}$. In the State are 230,000 white children of educational age, and 336,000 colored; seventy-two per cent of white attend school, and sixty per cent of colored.

"The work done at the Institutes was of a higher type and better quality than heretofore. Some of the best talent in the land was included in the Faculties, and the teachers appreciated and availed themselves industriously of their rare privileges. The University Normal, with Professor Wickliffe Rose, of the Peabody Normal College, as director, was a marked success. He was aided by able assistants. A notable feature of the University Normal was the presence of Dr. Harris, the Commissioner of the National Bureau of Education. He delivered four lectures, discussing inimitably the foundation principles of educational philosophy. Director Rose, in his Report, says: 'We have endeavored during the present session to make instruction the primary aim, and to reduce mere entertainment to a minimum. Large classes and public halls have been avoided. Most of the work has been done in small sections, and it has in spirit approached the work of the class-room. We have studiously avoided that degree of emotional excitement which is antagonistic to a high type of intellectual activity. In short, we have tried to approach, as nearly as circumstances would permit, the conditions, spirit, and work of the real school. Work of good type has been done, and there has developed here within the four weeks a widespread demand for work of higher order next year. To meet this demand there should be organized and established at the University a number of department summer-courses, in which the work should not differ materially from that of real university class-room exercises. The work of the ordinary summer normal schools should be done elsewhere, so that students in these courses here may be left free from the disturbance of too large numbers and the distractions of other work. These courses should be supported by the State, on the ground that the most economical investment of money for education is that expended in developing teaching ability and directive power of this higher type. This work could thus be

made the head of the Institutes in the State, and could be articulated with the higher work of the University.'

"Aberdeen has the best public school-building in the State. With a population less than four thousand, the city has built and thoroughly equipped a school-house which cost thirty thousand dollars. Superintendent Phillips, of Birmingham, Ala., conducted here one of the best normal schools ever held in the State. Besides other competent instructors, Dr. E. E. White was a member of the Faculty, and delivered twelve lectures on psychology and moral training. His presence and able presentation of these subjects were an inspiration to all. Teachers and citizens crowded the hall at every lecture. The interest and appreciation were unabated to the last.

"At Brookhaven, Mr. W. H. Ker, of Natchez, held the fourth white normal school and conducted it to a successful termination. The conditions for the model school were favorable, and actual model class-work was done in the first, second, and third grades, pupils being selected from the grades of the previous year in the public schools of the town. Class-management and methods of instruction were exemplified, and the teachers presented model work with which to compare their own. Great good was accomplished, and this work was highly appreciated. Heretofore our model classes have consisted only of beginners; this year the work was extended so as to embrace first, second, and third grade instruction. The normal school had a faculty of strong practical instructors, all home material, except one.

"Four colored normal schools were held, at points most accessible to the teachers. The Faculties consisted of white instructors selected from among our best teachers. The directors speak in high terms of the zeal and enthusiasm of the teachers, and of their persistent efforts to improve their scholarship. Within ten years the number of first-grade colored teachers has risen from two hundred and thirty-eight to six hundred and six, so that now more than twenty per cent of those employed in colored schools hold first-grade licenses. At one of the Institutes, out of nineteen teachers, eighteen were college graduates. The colored schools are of course in a hopeful stage of development. The colleges for colored youth were full this year, and the public schools had an increase of fifty-five hundred in average attendance.

"In addition to these eight summer Normal Institutes, a conductors' school was held at the University, in charge of Dr. Payne, of Nashville. In this school is given special instruction to the conductors of County Institutes, who are required by the Board of Education to attend the full session. From the ablest teachers in the State twenty-eight conductors were selected by the Board of Education, under whose direction the County Institutes are held. The conductors are sent forth to the counties in pairs, one to hold the institute for each race. These conductors' schools have proven one of our strongest levers in uplifting the teachers of the State. From thirty-five to fifty teachers attend the schools annually, and the stimulus to professional study has been marvellous.

"The past three years are conspicuous in the development of the teachers of the State. The lyceums established last year in most of the counties have brought teachers together for professional study. In many counties there are libraries of works on teaching for the free use of the public-school teachers. It is a mild statement to say that the teachers have studied more professional literature within the past three years than in the twenty years preceding. These blessings are the direct result of the Peabody Fund, without which all this progress would have been impossible. The Peabody scholarships at Nashville are eagerly sought after, and we had last year twenty-three students, all the vacancies this year being taken by students who have paid their own way one year in the College.

"The department of pedagogy established two years since at the University enrolled more than thirty students the past session. The general demand for trained teachers led the trustees in June, 1895, to establish a department of pedagogy in the Industrial Institute and College — an institution located at Columbus and maintained by the State for the education of young women. Three-fourths of the pupils of this school become teachers; hence this new department will be a strong factor in supplying trained teachers.

"Through the general educational revival resulting from the Peabody summer normal schools the country schools have received a mighty impulse, evidenced by an increase last year of twelve thousand in average attendance. The town and city schools were

all full; the high-schools, denominational colleges, and State institutions closed in June with increased enrolments. The counties last year expended \$5,100 on Institutes, and the cost will be about the same this year. The Peabody normal schools cost \$5,400. The State paid last year for the education of the negroes \$440,583, and has averaged this amount for the past twenty-four years — which aggregates for negro education more than ten and one half millions. We have kept a steady march forward on all educational lines, despite the industrial depression; and the records show an increase of twenty thousand dollars the last year in public school revenues.

"It is a grateful task thus to report progress in all substantial matters pertaining to the sacred trust which the people of this Commonwealth confided to my care a decade ago. Honor and praise are due the noble band of teachers through whose zeal, fidelity, and superb spirit these achievements were made.

"This Report closes my official connection with you as agent of the Peabody Fund. In behalf of all citizens of the State, I beg that you will convey to the Trustees our grateful appreciation of the beneficence that has come through their generous aid to the children of this Commonwealth. Your courteous treatment and kind counsel have often strengthened my purposes; and for these I tender you my cordial personal thanks. Wishing you many more years of service in the noble cause to which you have devoted your life, etc."

TEXAS.

The Hon. J. M. Carlisle, Superintendent of Education, sends a full and interesting Report:—

"I am pleased to call your attention to the notable increase made by the Legislature at its late session in our State *ad valorem* school tax. Heretofore, the rate has been twelve and one-half cents on the one hundred dollars. It was fixed at twenty cents on the one hundred dollars for the current year, and at eighteen cents for the years that are to follow. Twenty cents on the one hundred dollars is the maximum rate permitted by the Constitution; and the friends of the public schools were quite earnest in their efforts to have the rate fixed permanently at that maximum. It is

encouraging to note that our Governor boldly recommended the adoption of the maximum in his regular message to the Legislature, and that in a special message he urged it in the strongest terms. I do not feel at liberty to omit this mention of the Governor's friendly interest in the public schools as shown in this matter of taxation — a subject upon which almost all public men are particularly timid. The increase for the present year is sixty per cent of the former rate, and the increase for subsequent years is forty-four per cent of the former rate. The estimated increase of funds from taxation for this year is \$625,000, and for subsequent years the increase is estimated at \$450,000. I doubt whether any Southern State can make a better showing of educational progress and in the growth of popular interest.

"The State Board of Education has just made the apportionment of school funds for the next scholastic year. The scholastic population is as follows: White children, 547,570; colored children, 171,079, — total, 718,649. The apportionment was fixed at \$3.50 *per cap.* and results as follows: For white children, \$1,915,495; for colored children, \$598,776.50 — total \$2,514,271.50. This apportionment was made after providing for the payment of \$547,690.50 yet due on the apportionment for the current year. The total estimated receipts of our available school-fund for next year are, therefore, \$3,061,962.02.

"At the opening of the year, the outlook for summer normal work was most discouraging. But the depressing effects of the financial stringency that continues to affect all parts of our community were in a measure overcome, interest in the work was revived, and now a careful review of the work done convinces me that the results are better and more permanent than the results of any former year.

"The School of Methods held at Dallas for three weeks was the most brilliant and successful school for professional improvement of teachers ever held in this State. The Faculty — of which Dr. O. H. Cooper, of Galveston, was principal — included much of the best school talent of Texas. The attendance was large, the enrolment reaching two hundred and eighty-five. The teachers in attendance and the instructors in charge of the work were all full of interest and enthusiasm. Fifty-five summer Normal Institutes

for white teachers and eighteen for colored teachers were organized. The number has been larger than heretofore, and about three thousand teachers attended.

"No one informed upon the subject of the needs of our teachers doubts the value of these Normal Institutes. From them is drawn the inspiration for much of the best work that is done in our schools. In them are thrown out the hints and suggestions that are rapidly giving many of our schools their most progressive and enterprising teachers.

"The Sam Houston Normal Institute closed in June the most prosperous session in its history. The enrolment reached five hundred and forty-nine, the highest record yet made. Too much cannot be said in praise of the judicious management of this institution by the distinguished principal, Prof. H. C. Pritchett. His long experience and his natural capacities fit him perfectly for the position he occupies; and in no other one particular is Texas more fortunate than in having him at the head of her State Normal School. Perhaps in no single respect has public opinion in this State undergone a more marked change than in respect to the State Normal. This is the result of rare talent and tact used in the management of the institution, and of the solid and enduring work done for the teachers and schools of Texas by the experienced Faculty.

"The State University is enjoying a prosperity and a growth most gratifying to the friends of higher education. The leading members of the Faculty are making intelligent efforts to put themselves in touch with the teachers of the common schools, and to bring the University into close relations with all the efficient high-schools of the State.

"The Agricultural and Mechanical College, under the direction of Ex-Governor Ross, continues to grow in popularity. A number of young men had to be turned away on account of a lack of room.

"The Prairie View College for colored teachers continues to prosper. This institution is doing a work of great importance in educating teachers for our colored schools. Liberal appropriations were made for the college by the last Legislature, and its sphere of usefulness will be enlarged from year to year.

"I believe that the white people of this State are thoroughly and heartily in favor of educating the colored people. Our Constitution requires 'impartial provisions' to be made for the education of both white and colored children, and our statutes require each school district to maintain its white and colored school for the same annual term. There is, so far as I know, no disposition upon the part of any considerable number of our people to change the liberal policy so long pursued in reference to the education of the colored people. I am pleased to add that I do not think it can be questioned that the negro is becoming educated. The colored teachers especially are rapidly becoming an educated class. This is the best hope of the negro race.

✓ "Upon the whole, a review of the educational conditions of this State gives us great reason to feel encouraged. There are, of course, discouraging features, but that the cause of popular education is gaining ground may be distinctly perceived. With feelings of profound gratitude to the Peabody Board of Trustees and to the able General Agent for the great benefits that have during so many years come to our schools through this Fund, I am, etc."

ALABAMA.

The new Superintendent, Hon. John O. Turner, sends a full and satisfactory report, from which I gather some interesting information. The State has four Normal Schools for white pupils, and two for colored. It aids also the Tuskegee School by an annual gift of three thousand dollars. At the last session of the Legislature, a girl's Industrial School was established.

"At the Troy Normal College there were 504 students, of whom 236 were in the normal department. Fourteen teachers were employed, and twenty-three were graduated. There is one feature connected with this school which makes it superior to any of its class in the State. This is the extension course of Peabody Summer School of Pedagogy, which has enrolled more than one hundred students. About eighty per cent of the male graduates and fifty per cent of the female continue to teach. Dr. Eldridge

is an untiring and painstaking worker. The entire Faculty is composed of teachers of ability and energy. The prospects of the College were never brighter. Its influence for good is being felt throughout this and other States. The Legislature, in recognition of the management and conduct of the College, increased the appropriation from two thousand to four thousand dollars.

"Florence Normal College enrolled 346 students, including 257 in the normal department, and 57 in the 'model' training department. Nine teachers were employed, and twenty-two persons graduated. The State appropriates \$7,500. The prospects for the coming year are very flattering. Practically, all of the normal graduates teach. A careful estimate, covering all graduates, showed that they averaged over three years each in teaching. President Powers is a gentleman of scholarly attainments, and as an educator is the peer of any man in Alabama of his age.

"The Tuskegee Normal and Industrial Institute enrolled 978 students, of whom 512 were in the normal department. Sixty teachers are employed, and one hundred and ninety persons were graduated. Everything points to a fuller school next year, and the work will be greatly improved. Ninety per cent of the graduates teach and do educational work. I was present at the closing exercises in May, and I do not believe, considering all the circumstances, that the school has an equal in the Union. It is a little world in itself. Twenty-four industries are carried on and taught. Students were enrolled from twenty-five States and Territories. The merits and worth of President Washington are recognized wherever he is known. His name stands out as one of the most prominent of his race in the world. He has been chosen as the representative of his race at the Atlanta Exposition.

"The Montgomery Normal School enrolled 878 pupils, with 542 normal students and twenty teachers. The State appropriates annually \$7,500. The students who take the regular normal course take high positions as teachers. Principal Paterson is one of the best school men in the State, and has done more to put the negro on a high plane, both in morals and education, than any one man in the State. His work is systematic, methodic, and thorough; and to his faithful services the progress of negro education in Alabama is largely due. His school will rank with the very best in

the land, and is an honor, not only to the colored people, but to the State and to the cause of education everywhere. With the many other good schools for the colored children under the auspices of the churches, together with the facilities offered in the public schools, the problem of negro education will soon be solved in Alabama."

✓ Owing to the diminished income placed at my disposal, no grant was made to the State for Institutes. This is not much to be regretted, as the State law is not marked by much liberality. By Act of February 28, 1887, the Legislature required the Superintendent to hold an Institute for a term of one week or more in each Congressional district, and appropriated five hundred dollars annually — provided there was no unapportioned and unexpended balance in the treasury; and provided further that the sum paid for Institutes should not exceed the amount paid by the Trustees of the Peabody Education Fund.

FLORIDA.

Chancellor Payne visited the State during the winter, and made five addresses before the State Teachers' Association at Orlando. "The session lasted from December 31 to January 4. Six hundred teachers were in attendance, and I think the audience was as intelligent as any I ever addressed."

The Superintendent, Hon. W. N. Sheats, did not send in his report in time to be included with the others, because the schools had not closed. Six summer schools were held but the results were not satisfactory. "The public school system is daily taking deeper hold upon the affections of the whole people and is making rapid advancement in all directions, which is largely due to the fact that our schools are being constantly supplied with a better grade of teachers, which you are helping us to provide."

W. N. Sheats, Superintendent
of Schools, Florida
Sept. 1887

Distribution of Income since October 1, 1894.

ALABAMA.

Florence Normal	\$1,400.00	
Troy "	1,200.00	
Tuskegee "	600.00	
Montgomery Normal	800.00	
	<hr/>	\$4,000.00

FLORIDA.

Teachers' Institutes	1,000.00
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GEORGIA.

Milledgeville Normal	2,000.00
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LOUISIANA.

Natchitoches Normal	\$1,500.00	
Institutes	900.00	
	<hr/>	2,400.00

MISSISSIPPI.

Institutes	3,000.00
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NORTH CAROLINA.

Elizabeth City Public School	\$250.00	
Greensboro Normal	2,000.00	
Colored Normals	1,000.00	
	<hr/>	3,250.00

SOUTH CAROLINA.

Winthrop Normal College	\$2,000.00	
Claflin University	1,500.00	
Beaufort Public School	300.00	
	<hr/>	3,800.00

TENNESSEE.

Institutes	1,200.00
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TEXAS.

Sam Houston Normal	\$2,500.00	
Prairie View	500.00	
Institutes	500.00	
	<hr/>	3,500.00

VIRGINIA.

Hampton Normal	\$1,300.00	
Farmville "	1,000.00	
Petersburg "	300.00	
Institutes	1,400.00	
	<u> </u>	\$4,000.00

ARKANSAS.

Normal Schools	2,350.00	
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WEST VIRGINIA.

Normal Schools	\$700.00	
Institutes	1,550.00	
	<u> </u>	2,250.00

PEABODY NORMAL COLLEGE.

Salaries	\$13,300.00	
Alumni Catalogue	300.00	

SCHOLARSHIPS.

Alabama	\$1,897.78
Arkansas	2,102.40
Florida	1,099.55
Georgia	2,262.46
Louisiana	1,477.53
Mississippi	1,532.26
North Carolina	2,642.50
South Carolina	1,563.03
Tennessee	3,552.87
Texas	2,541.90
Virginia	2,154.45
West Virginia	1,305.00

\$24,131.73

Returned to Treasurer	518.27	
Total Scholarship account	<u> </u>	24,650.00

38,250.00

Total \$71,000.00

J. L. M. CURRY,

General Agent.

WASHINGTON, D. C., Sept. 25, 1895.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no material changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge FENNER as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Mr. MORGAN, it was —

Voted, That the investments of capital belonging to the Trust made during the past year by the Treasurer, with the approval of the Finance Committee, be ratified and confirmed.

Voted, That the Treasurer be authorized to purchase for the capital account \$20,000 Bonds secured by furniture in the Gerlach House, on which this Trust holds the First Mortgage, if, at the time, such sum be available for investment, and such purchase be approved by the Finance Committee.

Bishop WHIPPLE, in behalf of the Special Committee appointed at the last Annual Meeting to visit the Normal College at Nashville, asked for further time in which to make their report, which was granted.

The Standing Committees were then appointed as follows:—

Executive Committee : Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, Hon. WILLIAM C. ENDICOTT, DANIEL

C. GILMAN, LL.D., HON. CHARLES E. FENNER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee: HON. WILLIAM M. EVARTS, President CLEVELAND, HON. WILLIAM WIRT HENRY, HON. JOSEPH H. CHOATE, HON. GEORGE PEABODY WETMORE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which Report was accepted.

Chief-Justice FULLER reported the following Tribute to the memory of Mr. WINTHROP, which he said had been prepared by Mr. CHOATE; and it was unanimously accepted:—

The Trustees of the Peabody Education Fund, convened at their annual meeting for the year 1895, desire to put on record their profound regret at the death, since their last meeting, of their distinguished president, the Honorable Robert C. Winthrop, and their high appreciation of his great qualities of mind and heart, which were never exhibited to greater advantage than in his long and zealous devotion to the interests and affairs of the Trust as its chief executive officer during the whole period that has elapsed since its foundation.

His renowned career in the public service of his country and in the noblest pursuits of private life may well be reserved for a suitable biographer, but his relations to this Trust were so peculiar and of such transcendent im-

portance to its welfare, that we may well pause in our deliberations to recall them. He was a warm personal friend of Mr. Peabody before the establishment of the Trust, and while that friendship and his great public and private repute might account for his original selection by our founder as a trustee, Mr. Peabody's designation of him as the permanent president of the Trust is to be ascribed to his thorough knowledge of the man, and of his fitness, by his long and frequent occupation of a similar position in other institutions, for guiding, controlling, and developing the affairs of the great charity which his generous heart intended this Trust to be. His wide and thorough knowledge of the whole country, to whose service he had given a large portion of his active life, and especially of the needs of the Southern people, among whom Mr. Peabody designed to distribute his bounty for the purposes of education, his admirable tact and skill in dealing with educational and charitable problems, naturally pointed him out to Mr. Peabody as the most competent adviser that he could call to his aid in the constitution of the Trust, and the proper person to preside over its future. And so in his original letter, in which he declared the general objects of the Trust to be "the promotion and encouragement of intellectual, moral, and industrial education among the young of the more destitute portions of the Southern and Southwestern States of our Union," while leaving the details and organization of the Trust wholly to the trustees, he requested that the chairman might be Mr. Winthrop, to whom he referred as "the distinguished and valued friend to whom I am so much indebted for cordial sympathy, careful consideration, and wise counsel in this matter."

The result, during a presidency of twenty-seven successive years, has fully justified the selection. It may be

said, with truth and moderation, that the great success of Mr. Peabody's intentions for the amelioration of the destitution and sufferings of the Southern people by education has been largely due to the ceaseless and vigilant devotion of Mr. Winthrop, during these twenty-seven years, to the business of the Trust. Not a school was aided but after careful consideration of its merits by him. Not a dollar was expended without his serious consideration of the utility of the outlay in the direction intended by Mr. Peabody.

His lofty character, his courteous bearing, his uniform kindness in all his dealings with the trustees over whom he presided, endeared him to each member of the Trust as a warm personal friend, and the light which his experience and knowledge shed upon every question that arose for deliberation always made the task of his associates an easy one. We felt that whatever Mr. Winthrop approved, after the study and reflection which he insisted upon giving to every measure projected, must, of course, be right. It was a very great thing for an institution like this to be presided over by such a man, who for a quarter of a century was willing to give to its continual service the best powers with which he was endowed.

The Winthrop Training School in South Carolina, which, by Act of the Legislature of that State, has been transformed and developed into the Winthrop Normal and Industrial College, will stand as a permanent memorial of the great service rendered to the country by Mr. Winthrop in the exercise of his duties as our president. That such an institution of learning, fostered by this Trust, and sustained by the aid of the State of South Carolina, whose interests are so much involved in the advancement of education in the South, should have received his name, was always a great source of pride and satisfaction to

him; but his interest in it on that account did not surpass the deep-seated concern and solicitude which he always felt for the success of all the institutions scattered through the Southern States, which were made the object of our founder's bounty.

His work in carrying out the proud and noble designs of Mr. Peabody was but a fitting sequel to the earnest interest which throughout his prolonged public career he had manifested for the welfare of the people of the Southern States; and it was no small satisfaction to him that incidentally Mr. Peabody's bounty relieved, to some extent, that emancipated race which for centuries had been deprived by law of all possibility of education. As an object lesson, the beneficial results of gifts to such schools as Hampton and Tuskegee made good his own words when he said: "Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education." Whatever speculations may be indulged in as to the future of that race in America, this sentiment of Mr. Winthrop's will ever remain the only safe guide for public or private treatment of the vast and complicated subject; and his wise utterances, the result always of careful study and reflection, as they appear in the published Proceedings of the Trust since its foundation, will always serve as a valuable contribution to the advancement of education in the South among both races.

We shall ever look back upon our association with Mr. Winthrop in the Trust as a rare privilege and a great honor, and can only hope to approximate in the conduct of its affairs to his fidelity and his wisdom.

MELVILLE W. FULLER.
WILLIAM A. COURTENAY.
JOSEPH H. CHOATE.

Bishop WHIPPLE made a motion that the sum of \$500—if in the judgment of the Executive Committee it is practicable—be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. GREEN it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary.

On motion of Mr. HENRY it was —

Voted, That the Committee appointed at the last Annual Meeting to consider the expediency of publishing Dr. CURRY's account of the Peabody Education Fund be continued, substituting the name of Mr. EVARTS, the Chairman, for that of Mr. WINTHROP.

On motion of Mr. MORGAN, it was —

Resolved, That in view of the authority given by the Founder to liquidate the Peabody Trust and to distribute the principal at the discretion of the Trustees, on or after the expiration of thirty years;

Resolved, That a Committee of three, together with the Chairman, the First Vice-Chairman, and the General

Agent, be appointed to consider the whole question, and to report its conclusion at the next Meeting of the Trustees.

Whereupon the following members were named :
Governor PORTER, Mr. HENRY, and Mr. CHOATE.

The subject of a statue to Mr. PEABODY was informally brought up, when it was unanimously —

Voted, That this Board has heard with deep satisfaction the report that it is proposed by some of the Southern States, which are the recipients of Mr. Peabody's bounty, to erect in the city of Washington a statue to his memory.

It was also voted that the next meeting of the Trustees be held in New York, on the first Wednesday of October, 1896, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

Under the Act of Incorporation of "The Trustees of the Peabody Education Fund," obtained from the State of New York at the beginning of the Trust, Mr. Winthrop was made Chairman of the Corporation; and Governor Fish and Bishop McIlvaine were made Vice-Chairmen. For that reason they held permanent positions, and hitherto in the choosing of officers the entry in the records has had reference to the fact by specifying those "subject to election." Of these three gentlemen Mr. Winthrop was the last survivor, and hereafter the expression will not be used.

APPENDIX.

To HON. J. L. M. CURRY, General Agent:

I HAVE the honor of transmitting through you, to the Trustees of the Peabody Education Fund, my Eighth Annual Report as President of the Peabody Normal College.

Our annual catalogue shows an aggregate enrolment of five hundred and twenty-eight students—a gain of twenty over the enrolment of the preceding year. This gain is really larger than it appears, for the enrolment just stated does not include the Freshman Class of about sixty, which, for the first time in the history of the college, is this year catalogued in the Winthrop High School. This transference of students is one of the measures taken for the purpose of raising the grade of the school. Besides, the elimination of this class makes possible one uniform standard of admission for all students, whether scholarship or non-scholarship.

Our Commencement on May 29 was an occasion of great interest. Probably no class of equal size was ever graduated from any other educational institution in the South. An aggregate of one hundred and seventy-six degrees was conferred, as follows: Licentiate of Instruction, one hundred and twenty-five; Bachelor of Letters, nine; Bachelor of Science, nine; Bachelor of Arts, twenty-eight; Master of Letters, two; Master of Arts, three. Honorary degrees were conferred as follows: On Miss Lizzie L. Bloomstein, of the Peabody Normal College, Master of Arts; on Professor Edward C. Benson, of Kenyon College, Doctor of Laws; on Chancellor Robert B. Fulton, of the University of Mississippi, Doctor of Laws; on President J. Harris Chappell, of the Normal and Industrial College of Georgia, Doctor of Philosophy.

On February 18, the centennial of George Peabody's birth was celebrated with appropriate and impressive exercises. A biograph-

ical sketch of Mr. Peabody was read by Miss Bloomstein ; a history of the Peabody Education Fund was given by Professor Bourland ; and lessons from Mr. Peabody's life formed the theme of an address by the President.

Though Mr. Winthrop's death occurred on November 16, it was thought best to defer the memorial services in his honor till a date near the anniversary of his birth ; and so, on May 15, in the chapel, a Memorial Address was delivered by Dr. A. D. Mayo, of Boston.

At the close of the preceding year, Mrs. Mary E. Cheney, of the department of vocal music, was granted a year's leave of absence for study in Europe ; and her place has been supplied by Miss Lula O. Andrews, a graduate of the College. Mrs. Cheney's leave of absence has been extended for another year, and Miss Andrews will continue her services during the coming year.

Very unexpectedly, and to the general regret, Mrs. Mary E. W. Jones, Director of the Ewing Gymnasium for young women, resigned her position late in the last vacation, and Miss Venie J. Lee, an alumna of the College, was elected to the vacancy. By long and superior service, Mrs. Jones earned the hearty confidence and respect of successive classes of students, and the high standing of our Gymnasium throughout the country is due in large measure to her fidelity and skill.

The liberal treatment of the College by the General Assembly of Tennessee at its recent session is a matter of warm congratulation. The two committees on education had made a thorough inspection of the College, both as to its business methods and its scheme of instruction ; and the result of their report was not only a continuance of the yearly appropriation of fifteen thousand dollars by a nearly unanimous vote in both Houses, but an additional sum of five thousand dollars annually for a chair of American History in the Peabody Normal College. At a recent meeting of the State Board this trust was accepted, the chair was established, and this new professorship was given to Dr. W. R. Garrett, formerly State Superintendent of Instruction in Tennessee.

While the growth of the College in numbers, under standards of admission that have been rising from year to year, is a source of just congratulation, I count the steady development of the inner

life of the College as a fact of surpassing importance. The professional side of our work is pushed just far enough to create a wholesome and inspiring *esprit de corps*, but not to such an extreme as to defeat the culture-aims of the school. For a teacher, liberal scholarship is the standard professional equipment; and method, to be helpful in a high degree, should be held subordinate to this higher professional aim. In this adjustment of method to scholarship, I think we have found the middle way of safety; and the success of our students in actual school administration confirms me in the belief that the general policy of the College is essentially sound. In the working out of this policy, our library has been an agent of the highest value; and it is not too much to say that the school has been transformed through the agency of good books. While the effect of the reading habit on our own students has been so beneficent, how shall we compute the influence, near and remote, on the countless schools into which this generous contagion is transmitted by the little army of recruits that is yearly sent into the teaching profession?

Among the more urgent needs of the College, I beg leave to mention the following: —

In our scheme of instruction, our greatest weakness is in the department of Physics, where we have neither laboratory nor apparatus, and where the instruction is given by one teacher, already overcharged with work — our Professor of Chemistry. These two departments cover such vast fields of their own that they should be intrusted to distinct professorships. Some of our classes are abnormally large, and a larger number of teachers is needed in order that our students may spend their time to a reasonable advantage. For our morning reunions, and still more for our lectures, concerts, and Commencement services, our chapel has become very inadequate, and a larger assembly-room is an urgent need.

There will be transmitted to you by my secretary a documentary history of our graduates, so far as I have been able to obtain it, after the most faithful and persistent efforts. This record is still very incomplete, and I shall do all that can be done by correspondence during the coming year to complete this *curriculum vitæ*.

I owe you personally, and through you the Board of Trust, sincere thanks for leave of absence to visit England and Scotland during the coming fall.

Very respectfully,

WILLIAM H. PAYNE,

President.

NASHVILLE, TENN., July 22, 1895.

EXTRACTS FROM AN ADDRESS DELIVERED BY HON. J. L. M. CURRY, IN RESPONSE TO AN INVITATION OF THE GENERAL ASSEMBLY OF SOUTH CAROLINA, DEC. 13, 1894.

Senators and Representatives:

It has been said that among the best gifts of Providence to a nation are great and good men, who act as its leaders and guides, who leave their mark upon their age, who give a new direction to affairs, who introduce a course of events which come down from generation to generation, pouring their blessings upon mankind. Public men are the character and conscience of a people. Respect for the worth of men and women is the measure of progress in civilization. On the 16th of November, 1894, passed away one of America's purest and noblest men, one of the last links which bound the present with the better days of the Republic. For South Carolina he cherished a great affection, and sought to rekindle and keep alive the memories and fraternity of the Revolutionary period, when Massachusetts and South Carolina were struggling together for the establishment of our free institutions. Deeply touched and very grateful was he that South Carolina honored him so highly, by attaching his name in perpetuity to one of her most beneficent institutions of learning. The watchword of his life was the worship of truth and devotion to the Union. He saw clearly that "whoever would work toward national unity must work on educational lines." We may well pause to drop a tear over the grave of the author, orator, philanthropist, patriot, statesman, Christian gentleman. Governor Tillman said last May, at the laying of the corner-stone of the College at Rock Hill: "On one thing the people of South Carolina are

certainly agreed, — in their love for Robert C. Winthrop and the new College that bears his name."

I have said that he was a Christian statesman. Christianity and Democracy have revolutionized the ideas and institutions of the world in reference to man, his rights, privileges, and duties. The arrival of Democracy, says Benjamin Kidd, is the fact of our time which overshadows all other facts; and this arrival is the result of the ethical movement in which qualities and attributes find the completest expression ever reached in the history of the human race. Kings and clergy, as having superior access to God and command of the Divine prerogatives, have been relegated to the background. Man's attainment to an enjoyment of privileges and possibilities depends on the development of latent, original, God-given powers. Families, churches, and States recognize and provide for the unfolding of these capacities. "Education, a debt due from present to future generations," was the idea and motive which permeated Mr. Peabody's munificence, and the sentiment is the legend for the official seal of the Peabody Education Fund. Free schools for the whole people should be the motive and aim of every enlightened legislator. South Carolina incorporates the duty into her organic law. There can be no more legitimate tax on property than furnishing the means of universal education; for this involves self-preservation. The great mass of the people are doomed inevitably to ignorance, unless the State undertake their improvement. Our highest material, moral, and political interests need all the capabilities of all the citizens; and then there will be none too much to meet life's responsibilities and duties. As the people are sovereign, free schools are needed for all of them. We recognize no such class as an elect few. It is desirable that citizens should read the laws they are to obey. A governor once put his edicts above the heads of the people; we sometimes, practically, do the same by keeping the people in ignorance. When all must *make* laws as well as *obey*, it is essential that they should be educated. The more generally diffused the education, the better the laws; the better are they understood and the better obeyed. The highest civilization demands intelligent understanding of the laws and prompt, patriotic, cheerful obedience.

When schools are established, what will perfect them? The first need is sufficient money, to be obtained through State and local revenues. In no instance should this money be appropriated for sectarian purposes. In England, since the Free Education Act, there has been a determined effort to quarter denominational schools upon the rates. In the United States a persistent effort is made to subsidize from general revenues certain sectarian schools in States and among the Indians. During the nine years — 1886–1894 — our Government gave for education of the Indians \$4,277,940, and of this appropriation one church received \$2,738,571. The remainder was distributed among fifteen various schools and organizations. Another requirement is efficient local and State supervision, divorced from party politics, and controlled by civil service principles. If education be of universal and vital concern, it needs for its administration the highest capacity. The system of common schools reached its pre-eminent usefulness in Massachusetts under the administration of such remarkable men as Mann, Sears, and Dickinson. Pupils should be graded so as to economize time, utilize teaching talent, and secure systematic progress. At last, all depends *on good teaching*, and children, with all their possibilities, deserve the best. There is often a criminal waste of time, talent, opportunities, and money, because of incompetent teachers. There is sometimes a distressingly small return for money and labor expended upon schools. It is not well-organized school systems, nor excellent text-books, nor systematic courses of study, nor wise supervision, however important, that make the good schools; it is *the teacher*, not mechanical in method and the slave of some superficial notion of the object and the process of the work, but a thorough master of the profession, widely knowledge and cultured, able to interest the pupils, to develop the highest power and efficiency. A good teacher will make a good school, in spite of a thousand hindrances. One able to awaken sluggish intellect, give a mental impulse running through after life, who understands child nature, the laws of mental acquisition and development, whose mind has been expanded and enriched by a liberal education, who has accurate scholarship and a love for sound learning, who can awaken enthusiasm, mould character,

develop by healthful aspirations, inspire to do duty faithfully, — will have a good school. Andrew D. White called Dr. Wayland the greatest man who has ever stood in the college presidency ; and such men as Mark Hopkins, M. B. Anderson, Doctors McGuffey and Broadus, show the value of high qualifications in teachers. In our public schools are thousands of men and women doing heroic work noiselessly and without ostentation, who deserve all the praise which is lavished upon less useful laborers in other departments. As the State has undertaken the work of education, it is under highest obligations to have the best schools, which means the best teachers.

How shall South Carolina meet these imperative obligations? Your schools average 4.7 months ; but no schools should have a term shorter than eight months, and the teachers, well paid, should be selected impartially, after thorough and honest examination. All should have unquestioned moral character, sobriety, aptitude for the work, desire and ability to improve. It has been suggested that if only one law were written above the door of every American school-room, it ought to be, No man or woman shall enter here as teacher whose life is not a good model for the young to copy. The experience of most enlightened countries has shown that these teachers should be trained *in normal schools* ; and by normal schools I do not mean an academy with deceptive name and catalogue, and the slightest infusion of pedagogic work. Teaching is an art, based on rationally determined principles. The child grows, and runs up the psychic scale in a certain order. The mind has laws, and there is no true discipline except in conformity to and application of these laws. Acquaintance with and application of these laws come not by nature, not spontaneously, but by study and practice. The real teacher should be familiar with the history, the philosophy, and the methods of education. He will best acquire and accomplish the technical and professional work if he have a well-balanced mind, fine tastes, and “the faculty of judgment, strengthened by the mastery of principles, more than by the acquisition of information.” We have professional schools for the lawyer, the doctor, the engineer ; why not for the teacher? His ability to teach should not be picked up at hap-hazard, by painful experience, and with the sacrifice of the children. A sign-board near my residence reads, “Horses shod

according to humane principles of equine nature." It conveys a true principle, and suggests that children should be instructed according to the true principles of mental science.

President Eliot, in one of his excellent papers, enunciates six essential constituents of all worthy education : —

1. Training the organs of sense. Through accurate observation we get all kinds of knowledge and experience. The child sees the forms of letters, hears the sound of letters and words, and discriminates between hot and cold, black and white, etc. All ordinary knowledge for practical purposes, and language as well, are derived mainly through the senses.

2. Practice in comparing and grouping different sensations, and drawing inferences.

3. Accurate record in memory or in written form.

4. Training the memory ; and practice in holding in the mind the record of observations, groupings, and comparisons.

5. Training in the power of expression, in clear, concise exposition, logical setting forth of a process of reasoning.

6. Inculcation of the supreme ideals through which the human race is uplifted and ennobled. Before the pupil should be put the loftiest ideals of beauty, honor, patriotism, duty, obedience, love.

Teachers are greatly helped by Teachers' Institutes, when those who assemble get the wisdom and experience of many minds on the difficult problems of the profession. The work should be practical, systematic, logical, continuous from year to year ; and a course of professional reading should be prescribed, so as to increase the intelligence and culture of the profession.

We very often lose sight of the true end of education : it is, or should be, *effective power in action*, doing what the uneducated cannot do, putting acquisition into practice, developing and strengthening faculties for real every-day life. The only sure test is the ability to do more and better work than could be done without it. The average man or woman with it should be stronger, more successful, more useful, than the average man or woman without it. It is the human being with an increase of power which makes one more than equal to a mere man. It is not so much what is imparted, but what is inwrought ; not what is put in, but what is got out. It is not so much what we *know* as what we *are* and can *do* for productive ends. The object of Christianity is to

make good men and good women here on earth. The object of education is to make useful men and women, good citizens. And here comes in the need of manual training, which is not to fit for special trades, but to teach the rudiments of mechanics, — those common principles which underlie all work. The pupil can acquire manual dexterity, familiarize himself with tools and materials, be instructed in the science without a knowledge of which good work cannot be done. The object of this industrial instruction is to develop the executive side of nature, so that the pupil shall *do* as well as *think*. This introduction of manual training into schools has been found to be very helpful to intellectual progress. Gentlemen need not reject it as something chimerical and utopian; it is not an innovation; the experiment is not doubtful; it has been tried repeatedly; it is comparatively inexpensive, and has been and is now in very successful operation. It is not wise statesmanship, nor even good common sense, to forego for many years what other peoples are now enjoying the advantages of. In a quarter of a century, trade-schools, technical schools, manual training, the kindergarten, will have nearly universal adoption. Why, during this period, should a State rob her children of these immense benefits?

As population increases, the struggle to maintain wages becomes more severe, the pressure being the hardest upon the unskilled, and less severe on each higher rank of laborers. Every possible facility for education should be put within the reach of laboring men, to increase their efficiency, to raise the standard of life, and to augment the proportion between the skilled and the unskilled. Dr. Harris, our wisest and most philosophical educator, says: "Education emancipates the laborer from the deadening effects of repetition and habit, the monotony of mere mechanical toil, and opens to him a vista of new inventions and more useful combinations." Our industrial age increases the demand for educated directive power. Business combinations, companies for trade, transportation, insurance, banking, manufacturing, and mining, demand, as essential conditions of success, intelligent directive power. Production is augmented by skill. An indispensable condition of economic prosperity is a large *per capita* production of wealth. Socialism, as taught by some extremists, would sacrifice production to accomplish distribution, and means annihilation of

private capital, management by the State of all industries, of production and distribution, when government would be the sole farmer, common-carrier, banker, manufacturer, storekeeper ; and all these would be turned into civil servants, and be under the control and in the pay of the State, or of a party.

States may have ideals as well as individuals, and embody the noblest elements of advanced civilization. Agriculture, manufactures, mining, mechanical arts, give prosperity when allied with and controlled by thrift, skill, intelligence, and honesty ; but what is imperishable is the growth and product of developed mind. Greece and Rome live in their buildings, statuary, history, orators, and poems. Pliny said, "To enlarge the bounds of Roman thought is nobler than to extend the limits of Roman power." The founders of the great English universities, centuries ago, builded wiser than they knew, and opened perennial fountains of knowledge and truth, from which have unceasingly flowed fructifying streams. All modern material improvements are the outgrowth of scientific principles applied to practical life. If you would legislate for the increased prosperity and glory of South Carolina, be sure not to forget that this is the outcome of the infinite capacities of children. Hamilton said there was nothing great in the universe but man, and nothing great in man but mind. "No serious thinker," says Drummond, "can succeed in lessening to his own mind the infinite distance between the mind of man and everything in nature." Fiske says, "On earth there will never be a higher creation than man." Evolutionists say that the series of animals comes to an end in man ; that he is at once the crown and master and the rationale of creation. What you know and admire in South Carolina is what has been done by cultivated men and women. What other country can show such a roll of immortal worthies as your Pinckneys and Rutledges ; your Marion, Sumter, and Pickens ; your Harper, Johnson, O'Neill ; your Fuller and Thornwell ; your McDuffie and Hayne, Legare and Petigru ; and, towering above all, the great unrivalled American Aristotle, John C. Calhoun?

REMARKS MADE BY DR. SAMUEL A. GREEN BEFORE
THE MASSACHUSETTS HISTORICAL SOCIETY, BOSTON,
DECEMBER 13, 1894.

WHEN death comes to a man full of years and full of honors, who has led a spotless life, and whose bodily frame has become enfeebled by the infirmities of age, his departure is not an event for sorrow, but rather an occasion for devout gratitude that he was spared during so many years. The noble example of such a man is as lasting as the countless ages of time, and is never lost, for the continuity of life keeps up the thread of connection. Of this type of manhood Mr. Winthrop was an eminent instance; and he illustrated in his own character so many sides of a distinguished career that it is somewhat embarrassing to select that particular setting in which he shone the most, as he was so brilliant in them all. The world at large knew him under the manifold aspect of a ripe scholar, a wise statesman, a finished orator, and a Christian philanthropist; but at this time I shall speak of his work solely in connection with the Peabody Education Fund, that noble trust founded to promote the cause of popular education in certain States of the American Union. To the casual or careless observer it might seem that labors in this rough and uninviting field were beneath the attention and dignity of a man who had filled so many high offices, but this view of the case would be superficial.

When George Peabody was putting into definite shape the long-cherished plan to distribute in his native land a large share of his princely fortune in token of his gratitude for the many blessings that had been showered upon him, Mr. Winthrop was the first person with whom he held long and confidential relations on the subject. For months before the letter of gift was written to the Board of Trustees, he had been in close correspondence with Mr. Winthrop in regard to the matter; and for the successful beginning of his great benefaction it was fortunate that Mr. Peabody had the advice of such a counsellor, which on the one side was freely given, and on the other as readily accepted. At an early day an Act of Incorporation was obtained from the Legislature

of the State of New York, under which his almoners were created a body by the name and title of "The Trustees of the Peabody Education Fund." By this Act Mr. Winthrop was made permanent Chairman of the Board ; and it is needless to say that the duties of an office were never better or more conscientiously performed. His care and forethought were seen equally in the larger affairs of the Trust, and in the details of its minutest business. No subject ever came up for consideration which did not receive his most thoughtful attention, and his counsels always carried great weight. Outside of the domestic circle, his loss will be felt nowhere to a greater degree than among the members of that corporation, who looked to him for practical suggestions.

When Mr. Peabody's gift was made, the Southern States were staggering under many burdens, both financial and political, resulting from the effects of the Civil War ; and the cause of popular education was met everywhere by obstacles that were then considered almost insuperable. Public schools were unknown in those States ; and, with the sparse population of the neighborhood, it was very difficult to introduce a plan which would lead up to such a system. Entangled with the question was the presence of a large class of unfortunate beings, thoroughly lacking in all kinds of mental training, for which they themselves in no way were responsible ; and this element complicated a free solution of the problem.

At that time, without some aid and encouragement from the outside world, it is very uncertain what course of action would have been taken in order to ward off the evils. The fact was recognized, however, that popular education was the proper remedy for the troubles ; and Mr. Peabody's benefaction, coming in the nick of time, turned the scale in the right direction. The number of schools and colleges at the South helped from the income of the Education Fund in former years was very large ; but at the present time the distribution is confined to institutions of a high grade, or is used to supply courses of instruction and lectures among teachers in the several States. The testimony of the various Superintendents of Education in those States has always been strong and unanimous in regard to the practical help thus given.

In the autumn of 1886 a Training School for Teachers, under the charge of Professor David B. Johnson, was established at Columbia, South Carolina, which was named after Mr. Winthrop, in recognition of his eminent services in behalf of the cause of popular education at the South. In December, 1887, the school was incorporated by an Act of the General Assembly, and from that time till the present it has continued to grow in the number of its students and in general prosperity. To-day it stands one of the largest and most successful institutions in any part of the country for the training of young women as teachers. A touching tribute to the memory of Mr. Winthrop, on the part of the officers and students, is shown in their custom of keeping the anniversary of his birth as a holiday, and of celebrating the event in a manner befitting the occasion. This school, now known as the Winthrop Normal and Industrial College of South Carolina, has far outgrown its original limits; and at the present time a large and commodious structure is in process of building at Rock Hill, of which the corner-stone was laid with appropriate ceremonies on the last birthday of Mr. Winthrop.

In his Annual Report, made at the end of 1893, President Johnson recalls the fact that this institution, now in the way of becoming so conspicuous and destined to such high ends, was originally organized without State recognition through financial help from the Peabody Education Fund.

It may be worthy of note, also, that Mr. Winthrop's last formal production of a literary character was an address prepared for the Annual Meeting of the Trustees of the Education Fund in New York, on October 4, when he expected to be present and to deliver it himself, but owing to the infirmities of age was unable to attend. The paper, written only a few weeks before his death, was read at the meeting, and showed on the part of the writer no signs of mental weakness; and it was marked by all that felicity of expression and vigor of style which so peculiarly belonged to him on such occasions.

In many prominent walks of life Mr. Winthrop's efforts have long been conspicuous, but in the humbler fields of usefulness his labors have been equally important, and in after-years they will place his name high up on the roll of those men who have

served mankind in their day and generation, and have reached distinction through their philanthropic work. The foresight of a statesman is clearly shown throughout Mr. Peabody's great scheme, which did more than legislation could have done to close up the rifts caused by many a deadly struggle between brothers of the same household, friends of the same neighborhood, and citizens of a common country. For these delicate touches the London banker was indebted to the sagacity of the gentleman who by his presence so often graced the meetings in this room. Statecraft will save when doubt will destroy.

THIRTY-FIFTH MEETING OF THE TRUSTEES.

NEW YORK, October 7, 1896.

THE Trustees met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Mr. EVARTS, the Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, COURTENAY, FULLER, HENRY, SOMERVILLE, CHOATE, FENNER, GILMAN, WETMORE, and LOWELL; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE; after which Mr. EVARTS addressed the Board, welcoming the new members, Senator WETMORE and Judge LOWELL, who now made their first appearance at a meeting.

Mr. EVARTS was re-chosen Chairman of the Board; and Chief-Justice FULLER was re-chosen

First Vice-Chairman, and Bishop WHIPPLE Second Vice-Chairman.

Dr. CURRY, the General Agent, presented his Report, which was accepted, and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,
GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

MR. PEABODY, in his original Letter of Gift, left it to the wise judgment of the Trustees to terminate, if they thought proper, the Trust committed to their hands, at the expiration of thirty years, and to distribute the principal according to certain prescribed rules and conditions. The expiration of the time, in February, 1897, renders it not improper to take a retrospect, and consider what has been wrought by this agency and other co-operative means in the chosen work of helping the Southern States. When this Trust was instituted by the sagacious benefactor, the South was in a semi-chaotic condition. For nearly two years the war had been ended. That war, in its magnitude, its earnestness, its continuance, its sacrifices, had enlisted the hopes, the energies, the contributions, in property and personal service, of every white person in the South. When the conflict closed, there was paralysis of business, total destruction of securities, disorganization of labor, almost universal bankruptcy. We can but faintly imagine the wide-spread, pinching poverty; it is impossible to be comprehended except by those who felt it. The losses were so heavy, and industries were in such a deplorable condition, as to make any return of prosperity impossible for many years. Hundreds of thousands of the best men had died on the battle-field, or were hopelessly wrecked in health, and thousands of young men were forced to abandon their homes and seek a livelihood among strangers. A careful statistician estimates that in 1860 the total assessed value of property in the United States was

\$12,000,000,000 and of this the South, with less than one-fourth of the white population, had \$5,200,000,000, or 44 per cent. In the assessed value of property per capita, Connecticut stood first in rank, Rhode Island second, South Carolina third, Mississippi fourth, Massachusetts fifth, Louisiana sixth, Georgia seventh, Florida ninth, Kentucky tenth, Alabama eleventh, Texas twelfth, Arkansas fifteenth, and Virginia sixteenth. In ten years a collapse occurred. In 1870 the South had only \$3,000,000,000 of assessed valuation, while the total for the whole country was \$14,170,000,000. In 1860 the assessed valuation of property in Massachusetts was \$771,000,000 and in 1870, \$1,590,000,000. She listed for taxes more than half as much property as the fourteen Southern States could show. While the other States had increased in wealth, the Southern States had decreased. South Carolina had dropped from third in rank to thirtieth; Georgia from seventh to thirty-ninth; Mississippi from fourth to thirty-sixth; Alabama from eleventh to forty-fourth. The destruction wrought by war and added to by political troubles made the South not only poorer in 1870 than when the war ended in 1865, but still poorer in 1880 than in 1870. The decade showed a continual decline, so that in 1880 the South was poorer than in 1870 by \$300,000,000.¹

The surrender found the South under new and unprecedented social, political, and industrial conditions, which, in the readjustment and reconstruction made imperative by environments, demanded patience, patriotism, forbearance, courage, sagacity, and the exercise of the noblest Christian graces. Millions of negroes, suddenly emancipated and endowed with all the privileges and prerogatives of American citizenship, needed to be educated and prepared for their unaccustomed duties and responsibilities. At this perilous juncture, Mr. Peabody came to the relief of the South,

¹ See paper by Richard H. Edmonds, in Baltimore "News," 19 May, 1893.

and placed in the discretion of a select body of men, of exalted character and worth — one of whom fortunately survives, fit type and representative of his distinguished associates — the money which is known in law and in history as the "PEABODY EDUCATION FUND." Few persons, so far removed as we are from those dark days, can form any adequate conception of the difficulties and embarrassments which confronted the Trustees on the threshold of their administration.

Perhaps the most significant fact in connection with the aims and purposes of the Trust was that at its origin not a single Southern State within the field of its operations had a system of free public schools. The illiteracy of the inhabitants was appalling, and by no means confined to "the freedmen," but embraced a large per cent of the white population. The Trustees decided, and most wisely, to make a vigorous and persistent effort to induce these States to include free and universal education among their permanent obligations, and the effort was rewarded by early success. During the thirty years, about two million four hundred thousand dollars have been spent, as the income of the \$2,000,000 left by Mr. Peabody, in connection with school authorities of cities and States, and the Fund has been a constant educator in public policy, and, by the simple rule of helping those who helped themselves, has led States and cities and towns to take hold of their own problems of illiteracy and recognize the truth of the highest axiom in educational statesmanship, that the stability of our free institutions rests upon public schools, organized and controlled by civil authority and supported by a levy on property.

It soon became manifest that an essential condition of success in public education was an increased number of more efficient and better prepared teachers, and that the purpose of the Fund could best be carried out by aiding the States in the training of teachers. The original method of

aid, after some years of pioneer experience, was partially abandoned, and the limited income was devoted to the preparation of teachers to supply the schools rather than assisting to supply schools to the people. This did not mean that the original method was faulty, or should at first have been subordinate to professional training, but that the best way to advance a public-school system, after it has reached a certain rudimentary stage of development, is to provide it with qualified teachers. Under your suggestion and aid, Normal Schools have been established and Teachers' Institutes sustained in every State. These educational improvements have not been merely nominal, existing solely on statute books, for local and State revenues have been more and more liberally appropriated, and, what is better, there has been, every year, a sounder and more generous public opinion. The following statistics, obtained from the Bureau of Education, which has been a willing and efficient coadjutor of the Fund throughout its history, present in tabular form the marvellous progress which has been made in the States which have been grateful recipients of the beneficence of Mr. Peabody. In making comparisons of statistics of education in the South, it has been necessary to take 1870 as a starting-point, the previous returns being so meagre and unsatisfactory.

PUBLIC SCHOOL STATISTICS IN SEVERAL SOUTHERN STATES.

[FIGURES IN PARENTHESES AND ACROSS THE LINE INDICATE THAT SEPARATE RETURNS FOR WHITE AND COLORED WERE NOT MADE.]

STATE.	DATE.	SCHOOLS.		TEACHERS.		PUPILS.		REVENUES (excluding balances).	
		White.	Colored.	White.	Colored.	White.	Colored.	STATE.	LOCAL Revenues (including poll taxes).
Alabama . . .	1871	2,399	922	2,497	973	a 86,976	b 54,336	\$581,389	
Arkansas . . .	1870	(2,537)		(2,302)		c (107,908)		a 454,636	
Florida . . .	1870					e 8,254	f 4,524		
Georgia . . .	1870					a 34,558	b 5,208	b 432,283	
Louisiana . . .	1870	719	97		(524)	(23,223)		c 496,401	
Mississippi . . .	1870	(230)		(3,520)		(98,600)		a 42,862	
North Carolina . . .	1870	(3,450)		(1,415)		(29,303)		d 50,000	
South Carolina . . .	1870	(1,398)		(769)		(30,448)			
Tennessee . . .	1870	(1,932)		(2,141)		(82,970)		b 136,097	
Texas . . .	1871	(1,324)		(1,578)		(63,504)			
Virginia . . .	1870					e 50,775			
West Virginia . . .	1870	(2,357)		(2,405)		(87,330)		f 262,892	

^a Total amount paid to teachers.

^d \$50,000 appropriated by Legislature in addition to amount raised by poll tax.

^f Amount expended — incomplete.

^b Total available fund, 1871.

^c Number attending.

^e Estimated number in school.

^f Total apportionment for 1870.

STATE.	DATE.	SCHOOLS.		TEACHERS.		PUPILS.		REVENUES (excluding balances).	
		White.	Colored.	White.	Colored.	White.	Colored.	STATE REVENUES.*	LOCAL Revenues (including poll taxes).*
Alabama . . .	1893-94	4,439	2,248	4,412	2,196	190,305	115,799	\$415,627	141,431
Arkansas . . .	1894-95	(^a 5,066*)		5,124	1,796	216,863	82,429	396,308	860,000
Florida . . .	1893-94	1,775	629	2,151	772	59,503	37,272	100,874	445,967
		(285*)		(1,045*)					
Georgia . . .	1894	4,941	2,727	5,398	2,808	260,084	169,404	1,268,618	375,043
Louisiana . . .	1895	1,999	895	2,576	961	98,400	65,917	206,041	598,005
Mississippi . . .	1894-95	3,611	2,653	4,591	3,264	162,830	187,785	698,039	401,717
North Carolina . . .	1893-94	4,811	2,296	5,285	3,075	242,572	128,318	386,118	272,750
South Carolina . . .	1894-95	^b 2,421	^b 1,631	2,696	1,869	103,729	119,292	332,698	196,491
Tennessee . . .	1894-95	6,050	1,648	6,812	1,778	377,626	100,499	1,240,176	not reported
Texas . . .	1894-95	^a 7,724	^a 2,207	10,279	2,729	463,039	128,729	1,190,485	790,615
Virginia . . .	1894-95	6,035	2,243	6,211	2,081	235,533	120,453	930,548	805,025
West Virginia . . .	1894-95	^b 5,502*		6,066	233	210,059	7,649	318,506	1,089,197

* Both races.

^a In 1893-94^b No. of schoolhouses.

When the Trustees look back upon their administration of a Fund which for practical utility and thoughtful charity has been unsurpassed in the history of educational benefactions, and which has been the precursor and suggestion of some of the largest and best subsequent gifts by other persons, they may well thank God and take courage. The Commissioner of Education wrote officially in 1891: "It would appear to the student of education in the Southern States that the practical wisdom in the administration of the Peabody Fund and the fruitful results that have followed it could not be surpassed in the history of endowments." When we look forward, it is easily seen that much remains to be done, the early and well-doing of which will be promoted by the continued agency of a Fund, under a Board of such character, ability, and experience, through whose wisdom a greater stimulating and moulding work has been accomplished than by any other instrumentality employed in connection with schools and colleges. I doubt whether there has been a time when the cause of popular education in the South was in greater need of what the Trustees represent. Three-fourths of the children of these great Commonwealths are obliged to rely on the rural schools for their entire educational opportunity. In school accommodations, in irregularity of attendance, in shortness of sessions, in meagre wages, in painful incompetency of teachers, in what Castlereagh called "the ignorant impatience of taxation," in the occasional murmurs of discontent with the results of school work, in the unextinguished prejudices and traditions of the days of "the peculiar institution," showing their baleful influence in incredulity as to the advantages of education to the "laboring classes," and in a demand for distribution of school revenues *per capita* between the children of the races according to what each race pays, in a still lingering opposition to the whole system of public education, in the widespread popular unrest and consequent greediness to

accept every proposed panacea,—in all these and in some other matters, there is need for thorough reform, which cannot be suddenly brought about, but will demand slow and persistent and wisest methods.

These suggested and desirable accomplishments should not discourage, nor relax effort. Civilization does not advance in unbroken progressive lines. Sometimes it seems as if the powers of darkness were in the ascendant. Only as late as 1870 began the work of general education in England, and yet a fierce contest has been waged, with varying results, to establish the principle that a national system must rest not upon the churches but upon the people,—that public money must be accompanied with public control and public audit, and that clerical management and an ecclesiastical atmosphere have no part nor lot in public-school affairs. Marvellous as has been the revolution effected in the South, for well-understood reasons there does not yet exist that compact and powerful public which is the only trustworthy assurance of permanence in an enterprise so vast as the final establishment of the People's Schools over a territory so vast and under circumstances so peculiar. Facts, stubborn and lamentable, are a solemn warning to this great benefaction that the time has not yet come for withdrawal from the field of usefulness, but rather for a new lease of its benignant life, with, if possible, an additional sum for the multiplication of its wide and fruit-bearing utilities. Possibly, the greatest value of the Fund has not been so much in the appropriation of money as in creating better conditions for good school work by enlightening and directing educational sentiment. A mighty work still needs to be done along this line. The gospel of effective public education still needs to be brought home with increasing power and persistence. These States are ripe for this work, and the Peabody Fund should lead the way, as it has so well done in the establishment of graded-school systems and of Normal Schools.

The Peabody Normal College, under its able and very efficient President, maintains its high character, and is recognized as the equal of any Normal School in our country. Dr. Payne's health, having been impaired by overtaxing his time and strength, was much improved by a visit to Europe. He has returned to his labors with new hope and zeal. The whole number of scholarships is now 204, which are distributed: to Alabama, 17; Arkansas, 17; Florida, 8; Georgia, 22; Louisiana, 12; Mississippi, 13; North Carolina, 20; South Carolina, 12; Tennessee, 33; Texas, 20; Virginia, 18; West Virginia, 12. These scholarships are highly prized, and those who have enjoyed them readily secure good positions in schools. With all the excellences of the Normal College and its increasing facilities through the favoring and partial liberality of the Trustees, it does not, and never can, supply the need for professional instruction in the Southern States. Each State should have several Normal Schools and Colleges. New York has ten; Massachusetts, six; Connecticut, three; Alabama, six. Those now in existence in the Southern States, most of which owe their origin or growing usefulness to the generous action of this Trust, are making valuable returns for what they have received. Farmville, Hampton, Greensboro, Rock Hill, Milledgeville, Sam Houston, Natchitoches, and others are familiar names to this Board. The superintendents make most favorable mention of these schools and of their beneficent influence on educational systems. Cheerfully I commend them to the Trustees for larger aid and encouragement.

The Report of Dr. Payne is herewith presented, and deserves most careful consideration.

SOUTH CAROLINA.

The Hon. W. D. Mayfield writes:—

"I submit, as requested, my Annual Report, but several counties are yet to hold their Institutes. The attendance on those thus far

held has been as large as could have been expected, the work of the very best, and the interest shown greater than usual among both teachers and citizens. Winthrop College did excellent work for its first year at Rock Hill. There were 362 students in attendance. The competitive examinations in every county show an unusual number of applicants for scholarships. Twenty-three teachers compose the Faculty. The College has a fertile farm, which supplies an abundance of vegetables and fruit. The aim of the management is to furnish everything at actual cost, so as to put the magnificent education offered by the College within the reach of all the girls in South Carolina. Thirty convicts are at work beautifying the grounds, erecting the infirmary and a barn. The State has been divorced from Claflin University. Hereafter the State will have a separate College for the colored people. There was dissatisfaction, caused by church and denominational influence, and it was thought best to separate ; and only the best interest of the colored people prompted the separation. The public schools have prospered, and all of the Colleges in the State have been well attended." Dr. Dunton, the efficient President of Claflin, says : " It is our purpose to go on with the work of the University, and maintain the same literary and industrial departments in the future that we have in the past, making a specialty of Normal and Industrial work. This is likely to be our most trying year."

VIRGINIA.

The Hon. John E. Massey submits an interesting and valuable report : —

"PEABODY SCHOLARSHIPS. — In addition to the appropriations made directly to the State, eighteen students are appointed to the College. The nine vacancies were filled after competitive examination. A graduate of the State Female Normal School headed the list. The efficiency of the graduates of the Peabody Normal College is widely acknowledged. Their influence has been of highest educational value, not only by their direct management of schools, but by contact with larger communities of patrons, pupils, and teachers. Their example strongly emphasizes the value of professionally trained teachers.

"TEACHERS' INSTITUTES. — The Legislature has appropriated twenty-five hundred dollars annually, for the past three years, for the partial maintenance of Summer Normal Schools. My efforts to secure a larger appropriation were not successful. There was developed, however, a more liberal spirit in regard to these schools. Their value was made more apparent, and the appropriation for next year was made in a friendly spirit. Last year I issued a circular to superintendents containing the following inquiries, among others: 'What has been the influence of the Summer Normal Schools?' 'How does the efficiency of those who attend compare with that of other teachers?' 'What proportion of your teachers attend these schools?' The replies furnish gratifying evidence of the value of Summer Normals. An active superintendent writes: 'They have done more to inspire our teachers with a desire to make themselves *professional* teachers, than any other agency with which I am acquainted.' A progressive superintendent reports: 'They have revolutionized the character of the work in my lower grades. Teachers show greater growth in zeal and efficiency.'

"Seven Normals were organized this year, — four for white teachers and three for colored (including the regular summer session of the Virginia Normal and Collegiate Institute). The third year's course of instruction was pursued in all the Normals except the School of Methods (Charlottesville) and the Summer Session of the Va. N. & C. Institute. In both of these schools the course of instruction was broader and more distinctly professional — designed to meet the needs of the more advanced teachers. Each Normal was organized and conducted on the plan of a well-governed school. A brief review of the second year's course was followed by the third year's course. Formal inquiry and careful observation developed the fact that teachers were more studious than ever before, evinced a genuine desire for improvement, and eagerly availed themselves of the opportunities presented. In the corps of instructors were engaged some of the best teachers in the United States. At your suggestion, Manual Training was incorporated in the course of instruction in the School of Methods. Under the skilful direction of the teacher, the high value of the subject was impressed upon a large number of our most progressive teachers and some of our leading superintendents. There

is evidence of a growing sentiment in favor of introducing Manual Training in our schools ; and, recognizing the urgent need for taking this step, I shall renew my efforts to have this important feature engrafted on our city-school systems. An arrangement was made at Charlottesville whereby a limited number of more advanced *colored* teachers enjoyed the instruction given in the School of Methods. At each of the Normals for colored teachers a model school was conducted by a skilful teacher. This school was in session every afternoon, and the pupil teachers were required to observe its operations. This feature proved to be highly profitable to the teachers. I cheerfully record my indebtedness to the authorities of the Hampton Institute for their valuable aid and cordial co-operation in the work of the Normal held at the Institute. From time to time during the term (in the evening) special lectures and addresses were made to teachers and the public by members of the Faculty and by several platform-speakers of established reputation. Circulars containing full particulars concerning the Normals were sent by this Department to every teacher and school officer and newspaper in the State, and special circulars were sent to superintendents and school trustees urging their active co-operation. The enrolment for the year — 1,155 white and 535 colored teachers — is not quite up to that of last year. The average daily attendance was excellent, — the best we have reported. A certificate was issued to every teacher who attended every class for the full period of four weeks and diligently pursued the work prescribed. Superintendents were authorized to renew for one year the licenses of teachers who received these certificates, and district boards were urged, other qualifications being equal, to give them preference.

“The condition of the *State Female Normal School* is most favorable. The total enrolment last session was 295. The last Legislature appropriated (in addition to the regular annual appropriation for support) five thousand dollars for betterments. With the larger part of this sum, a new Science hall is being built, with chemical, physical, and biological laboratories and lecture rooms. At its last meeting the Board of Trustees extended the course of study by the election of a teacher of French and German. The school is thus more complete on its language side, in which, heretofore, it has been deficient. With its number of students

increasing from year to year, its Faculty enlarged to meet its new demands, the school is faithfully doing the work for which it was established. The graduates of this school are doing effective work in the State.

“THE VIRGINIA NORMAL AND COLLEGIATE INSTITUTE (COLORED) received five hundred dollars from the Peabody Fund. Three years ago the standard of admission to this institution was raised, and yet the last graduating class numbered forty-one (nine males and thirty-two females), the largest ever sent from the school. Hereafter the instruction in Pedagogics will cover two sessions. This extension of the professional course will work to the advantage of students who will teach. Many graduates of this school are usefully employed in the public schools.

“The attendance of students at HAMPTON NORMAL AND AGRICULTURAL INSTITUTE for the year closing June 30, 1896, was slightly in excess of that of last year—972; 831 negroes, 141 Indians. The student material has shown an advance over that of previous years. The standard of admission has been raised about two years in the last five. The sifting process continues, with the earnest endeavor to bring to Hampton the best material. All students will hereafter be required to graduate from the academic department before they take up the normal or trade work. All departments of the institution are well sustained. Its management is wise, judicious, sagacious. Keeping a constant eye upon its graduates, whether they are working in the school-room, in the shop, or in the field, its helpful influence is never ending. I cannot commend too strongly the policy pursued by the Peabody and Slater Boards touching this great school.

“PEABODY MEMORIAL. — It gives me pleasure to report that your stirring appeal to the General Assembly to take action looking to the erection of a suitable memorial in honor of Mr. Peabody, was enthusiastically received. The following preamble and resolutions were unanimously adopted:—

““ *Whereas*, by the munificence of George Peabody, the State of Virginia has received from the custodians of the fund left for educational purposes a large amount of money, aggregating over

\$300,000, which has materially aided the State in the education of teachers for the public schools of the State ; and

“ ‘ *Whereas* the memory of George Peabody should be perpetuated by all true lovers of philanthropy and unselfish generosity :

“ ‘ *Resolved* by the Senate (the House of Delegates concurring), That the Governor be requested to enter into correspondence with the Executives of the several Southern States which have been the recipients of this bounty, with a view of taking some united action to perpetuate the memory of this distinguished philanthropist.’

“ Governor O’Ferrall will communicate to the next Legislature the result of his correspondence with other Southern executives, and I am sure Virginia will do her part to perpetuate her appreciation of her greatest benefactor’s munificence.

“ Last spring the Rev. A. D. Mayo spent several weeks in Virginia, inspecting schools, lecturing to teachers, etc. He visited Richmond, Petersburg, Norfolk, Portsmouth, Farmville, Danville, and other cities and towns. His reception was most cordial, and his lectures enthused teachers and enlightened the public.

“ I cannot conclude this report without expressing my deep gratitude to you, not only for liberal appropriations, but also for invaluable suggestions, generous sympathy, and cordial co-operation. *Your work is the inspiration* of public education in the South. It has no parallel in history.”

TENNESSEE.

The Superintendent, Hon. S. C. Gilbreath, along with his report and Circular of Information for Institutes, sends a well-considered and practical paper on “Elements of Efficiency and Weakness in the Public School System.” The State is divided into 2,984 districts, with 7,568 district schools, 131 city schools, and 8,590 teachers, and a school population of 721,000. To meet the necessity for professional instruction, the State appropriates annually \$20,000 to the Peabody Normal College, in which are registered 243 students from Tennessee; \$3,000 for Normal education of children of African descent ; and \$1,500 for Teachers’ Institutes.

"The funds for the support of the Institutes were derived from (1) the Peabody Fund, twelve hundred dollars; (2) the State appropriation, fifteen hundred dollars; (3) and local appropriations from county courts and city boards of education. All these Institutes were under the supervision of the State Superintendent, and the grade of work in each was the same; but in appreciation of the aid extended by the Peabody Board, three of the Institutes, one in each grand division of the State, were distinguished as Peabody Institutes. There were three additional State Institutes, while State aid was given in five counties. Three Institutes for colored teachers were supported by State funds, and conducted by teachers appointed by this department.

"A meeting of the Conductors of the Institutes was held, and a well-prepared course of study and syllabus was printed and sent out in advance. It was required that 'all branches of study shall be taught with special reference to imparting a knowledge of the subject-matter, as well as with reference to illustrating methods of teaching. The exigencies of the Institute require that instruction should be confined to selected topics, or portions of texts, and should be in the form of reviews, suited to matured minds, and to students possessing a previous knowledge of the subject. Further, that such instruction should be mainly topical, and should be imparted partly by recitation and partly by lecture.'

"I invite your attention to the provision in the syllabus, approved by the State Board of Education, exempting from future examinations for teachers' certificates those who complete the full course of study, take the required professional reading, and who have had not less than three years' experience in teaching. In consideration of the fact that such graduation would exempt from further examination, it was required that the examinations be thorough and complete in each branch of study, that they extend to the entire subject-matter in each branch, and that they be not limited to the topics specially treated at the Institute. These certificates were granted to teachers of good moral character who attended at least one-half the recitations in each branch of study, who attain in examinations a general average of not less than eighty-five, with no grade in any branch below fifty, and who had been engaged three years in the profession of teaching. A diploma from the Normal

College is also equivalent to a teacher's certificate, and exempts the holder from further examination.

"In the three Peabody Institutes there was an enrolment of more than 550 teachers; in the State Institutes more than 550; in the county Institutes, aided by State funds, 375; in the Institutes for negro teachers, 125; making a grand total of more than 1,600 teachers, an increase in enrolment over last year of fully fifty per cent.

"My last report showed a colored scholastic population of 182,302 taught in 1,648 schools by 1,778 teachers. The welfare of the State demands that these schools be made more efficient by improvement in their teaching force.

"It must not be lost sight of, however, in the matter of funds, that at every place where an Institute was located the local authorities responded with a liberal appropriation, which they placed at the disposal of the State Superintendent."

The Colored Teachers' Association urged the claims of their people upon the State authorities for a proper recognition in the State appropriations for Normal work, and the State Teachers' Association declared that the Institutes were exceedingly helpful to the teachers, and should be maintained.

LOUISIANA

has in her new Superintendent, the Hon. J. V. Calhoun, an officer of zeal and intelligence, whose success in the school-room adds to the qualifications for his high position. "I hold the public-school system is as free to all, for free, unsectarian education pure and simple, from the government, as the air is free and pure and undefiled, — a gift to all from the hand of God." The State is making gratifying progress in a healthier public sentiment, in more liberal legislation, in better schools. One of the most effective agencies in accomplishing this result has been the State Normal School at Natchitoches. Founded by an Act of the General Assembly, July 7, 1884, it has grown

in annual attendance from 44 to 258 Normal students, representing 43 parishes, and in annual appropriations from \$3,500 to \$21,240, and in graduates from 26 to 186. The original Act limited the course of study to two years ; the course now covers a period of four years, without lowering the requirements for entrance. The Model Ungraded School, designed to be a model for ungraded country schools, and to prepare students for teaching and organizing such, has been successful in every respect. The Faculty for the coming session will be stronger than ever ; but the school and its friends deplore the withdrawal of its President, Col. Thomas D. Boyd, who accepts the presidency of the State University at Baton Rouge. The Trustees admit their inability to express how much the school, in its prosperity and usefulness, owes to his wisdom and single-hearted devotion. The General Agent has had in the administration of this Trust no more faithful and efficient coadjutor, and rejoices in the assurance of his unabated friendship for the public-school system, and of his continued co-operation. Strange to say, public schools have not had the open and valued support that was reasonably expected from the heads of colleges and universities ; and it is worthy of mention that this great cause will have in Louisiana, as it has heretofore had, the invaluable assistance of Colonel Boyd, now of the State University, and of Col. William Preston Johnston, the accomplished President of the Tulane University. Colonel Boyd is succeeded in the presidency of the Normal School by Prof. B. C. Caldwell, whom he commends as "the ablest and best equipped man engaged in this work in the South."

The General Assembly makes it the duty of the Faculty to hold Teachers' Institutes during their vacation, and wisely provides for a State Institute Conductor, the duties of which position for two years have been ably discharged by President Caldwell. Institutes have been held every summer since the establishment of the Normal, and to

them is due in a large measure the growing interest in public education. The course of instruction covers a period of four years, and carefully prepared outlines are placed in advance in the hands of instructors and teacher students. The last Legislature required every parish superintendent to hold an annual institute of five days at the expense of the parish, leaving the State appropriation to be used for institutes, held under the direction of the Normal Faculty, of not less than four weeks.

Anxious to stimulate greater interest in, and improve the facilities for, the education of the negroes, I made a proposal of aid for a Peabody High School for Colored Teachers in Shreveport; and you will be pleased to know from the Superintendent and President Caldwell that the school has surpassed the most sanguine expectations of its promoters, in the way of showing what can be accomplished in the training and teaching of negro children under favorable conditions. There was an average attendance of 160 pupils, and the experiment has attracted widespread attention in the State. "The school has opened a new field very rich in promise of good to the teachers and the children of the race. The hope is expressed that Peabody aid can be continued until a thorough training-school for the teachers of the African race shall be established by the State."

Twenty-nine Institutes and other meetings were held, and they were attended by 240 school officers, 1,453 teachers, and 7,725 other persons. Mr. Caldwell, the very efficient State Institute Conductor, says:—

"The results of the year's labor are gratifying almost without exception. The attendance shows a distinct gain over any preceding year; the amount of work accomplished by the teachers in attendance marks a very notable improvement; the zeal and enthusiasm developed in the several communities where institutes or summer schools were held are greatly in excess of anything accomplished in our previous efforts; and the tangible results

as seen in increased appropriations for the schools, and the undertaking of new school buildings, are among the most hopeful signs of the condition of popular feeling toward the public schools.

"The most gratifying improvement shown in the year is in the great interest developed in the communities where the Institutes and summer schools were held. At every point where a summer school was held this year, the people have shown the most active interest in the work; at several points the school board has attended the meetings in a body, shared in the discussions, and listened attentively to the instructions given; at three of the summer schools, the police juries have attended in the same way; the city councils, the court officers, judges, clerks, treasurers, sheriffs, have attended with more or less regularity, and have become imbued with the spirit of the great work the State is doing for her children. The Model Schools at every point have been thronged with mothers and fathers, witnessing the management and teaching of the little ones in these schools, and acquiring information that will prove of immediate value to them as citizens in shaping the future of their own schools. This part of the work is alone worth all that the summer schools have cost the State and the communities; to qualify a large number of patrons of the schools to pass sound judgment upon the work of their schools, and to thoroughly enlist them in the effort to secure the best and most modern instruction for the children, is a service that cannot well be measured in terms of dollars and cents. Before the summer schools had closed, four out of the five places where they were held had begun to provide for the holding of them at the same points next year, pledging any reasonable sum to aid in the effort, and the hearty co-operation of the whole community. A further evidence of the recognition of the value of these school revivals is to be found in the generous hospitality shown to the faculty and members of the summer schools and Institutes in every town and village where they have been held. The people have opened their homes to the visiting teachers, have provided entertainment of all kinds, and have given their personal attention to making the strangers at home among them. Such universal hospitality has probably never been exceeded even by a people famed for that virtue.

"The class work done by the teachers this year was substantially the same as that of last year, the work outlined in the manual issued by the Institute Board. At all the summer schools but one, there was a second-year class, doing more advanced work, including algebra, geometry, psychology, a more advanced course in pedagogy, and the study of two new subjects in literature. One of the notable improvements of the year has been in the work of the colored teachers. At the request of Dr. J. L. M. Curry, agent of the Peabody Fund, an effort has been made to increase the opportunities offered to colored teachers for improving the character of work done in their schools. The summer schools for colored teachers have been eminently successful, both in point of attendance and in the earnestness with which the teachers have done the severe work required by the summer-school course of study. The class work has been the same in all respects as that required of the white teachers, and it is a matter of some surprise as well as satisfaction, that so large a majority of the colored teachers have successfully completed the course and received their certificates to that effect."

The State Superintendent says :—

"Our Normal Schools and Teachers' Institutes, which are the direct offspring of the Peabody donations in this State, have not only opened the eyes of our people to the necessity and priceless value of education, but have also shown them the proper means of securing it. It is therefore to the Peabody Fund that we must ascribe that sentiment in favor of free-school education which is increasing from year to year in our State, and is constantly realizing in all our parishes the most gratifying results. In addition to the encouragement given by our people to the summer Normal Schools and Institutes during the past season, and the desire of many parts of the State to have them annually repeated, I am pleased to report that many of the police juries have considerably increased their amounts for the support of schools; that a noble spirit of emulation as to the superiority of their schools already exists in our richer parishes, and that their example is acting favorably upon the others. The educational progress of our State has been contemporaneous with the financial aid and invaluable counsel and

direction of the Peabody Board. Indeed we can think of no part of our public-school work which has not been warmed into life, nursed, and developed by Peabody counsel and financial aid. The effect upon the Legislature by the addresses you delivered them as agent of the Peabody benevolence has never been effaced, and at every session you have been anxiously expected; while at the late session a blow aimed at the Teachers' Institutes by partisan madness was arrested by the mention of your name and of the revered body of whose charity you are the dispenser."

In 1884, the number of public schools was 1,518; the enrolment, 84,024, and the total receipts for school purposes, \$552,064. In 1895 there were 2,900 schools; 164,317 enrolled pupils and \$1,321,392 receipts for school purposes. For the present year the General Assembly appropriated:—

Current School Fund	\$300,000.00
Normal School	27,483.00
Teachers' Institutes	1,450.00
State University (White)	13,800.00
Southern University (Colored)	9,000.00
Industrial College, Ruston	16,700.00
Superintendent of Public Education	4,500.00
State Board of Education	500.00
Blind Institute	10,750.00
Deaf and Dumb Institute	19,750.00
	<hr/>
	\$403,933.00

WEST VIRGINIA.

The Hon. Virgil A. Lewis, State Superintendent, reports:—

"Great interest has been manifested in the Institute work of the State the present year. The enrolment has been the largest ever reported to this Department, as you will see from the following:

"Forty-seven of the fifty-five counties of the State have reported, and in these counties I find 7,966 teachers were enrolled in the Institutes the present year. The enrolment in these same counties last year was 7,670, which shows a net increase over last year of 296 teachers.

"The Institute work of the State will be completed September 11, and very soon thereafter I shall make a full and detailed report to you, and in addition to the report of the Institute work of the State, I shall include in the said report the latest school statistics of the Department."

GEORGIA.

The able and efficient State School Commissioner, the Hon. G. R. Glenn, prepared a profitable course of study for the Institutes, so as to give systematic instead of the irregular training which has been so common. In the place of County Institutes he was able, in many instances, to combine several counties, and thus attain better results, under better conductors and teachers. The last session of the Teachers' Association was successful; and after its adjournment a Peabody Institute was organized with twelve competent instructors, "on the class plan rather than the lecture plan," covering the principal lines of work from the primary to the high school. The "Negro Educational Journal" says the colored Institutes were successful as to enthusiastic interest of teachers and officers, and the practical work done.

"You will note with special interest the reports of the five monthly Institutes held at Marshallville, Valdosta, Madison, Marietta, and Albany. These points were selected with a view to reaching as large a number of the colored teachers as possible.

"I have never seen anywhere more enthusiastic interest than these negro teachers manifested during the sessions of the Institutes. The total attendance was 1,170; the total number of colored teachers in the State is 2,898.

"I send you a detailed report, prepared by the conductors themselves, of the work done at each place. I selected, as a rule, three teachers of the colored race to do the work at each Institute. I wanted to test the teaching power of the colored man thirty years after slavery. I am sure you would have been both surprised and delighted at the results in almost every case. Of course I was careful to select the very best colored men and women in the

profession. Their intelligent treatment of the latest and best methods of teaching and the whole subject of psychology and the history of education was in most cases simply marvellous.

“I am glad to report that our people in Georgia are becoming more and more in favor of the education of all the children, both white and black. I have visited all of the counties (137 in all) except ten. For the last six months, especially, I have spoken from two to three times a day, having gone mainly into the rural districts, away from the towns and cities. I have been studying these plain people in the country in order that I might find out the actual trend of their thinking, and am glad to report to you that I am hopeful that we shall have a great awakening in these plain people on the matter of education. I have urged everywhere the necessity of a local tax to supplement the school fund provided by the State, and have good reason to hope that the next Legislature will pass a bill compelling every county to raise at least as much by the levy of a local tax as the State provides for the county. This will give us enough money for eight-months school in the rural districts.

“I believe our people are beginning to see as never before that material resources cannot be developed without intelligence; and the broader and deeper the intelligence of the masses, the more unlimited the possibility as to material things. I have frequently had audiences of a thousand country people to stand up as one man and declare that they would insist upon a local tax in order to secure a longer school term, a better schoolhouse, and more capable teacher.”

ARKANSAS.

The Hon. Junius Jordan has thrown intelligent energy into his work, and submits an encouraging report:—

“Each county, save two, has had one month's Normal, as provided by law, though in several the term was prolonged by the use of the Peabody Fund. The attendance of the County Normals in a majority of instances was so full that one and sometimes two assistants were employed by the use of the Peabody Fund. The State law establishing County Normals, appropriating \$10,000 annually, authorized the employment of only one instructor, and

where the attendance was from 60 to 120, it was absolutely necessary to employ well-equipped help. The Peabody Fund enabled me to do this. By this means we secured a division of labor, better classification and system, and more efficient results. Without this help, fully one-fourth of the teachers would have been deprived of the proper Normal instructions. Here the Fund was most opportune and invaluable. It also enabled me to maintain eleven more Normals for the colored teachers than we had last year. In connection with this, a Peabody Normal for the colored teachers in Southwest Arkansas was maintained for three months. I also maintained a Peabody School of Methods for a month by the aid of this Fund. The success was gratifying; it being the first of this nature ever held in Arkansas, where the work was set forth by 'model classes.'

"It is my pleasure to state that the Normal work for the past two years has shown most gratifying results. Out of a registered teaching force of 6,286 white and colored, in 1895, we had an attendance of 85%. In 1896 this was increased to 90%. There seems to have been awakened an educational enthusiasm throughout the State, and citizens as well as teachers have shown zeal and interest in the work. In each county the school patrons as well as members of the learned professions have given attention to the system, and aid and encouragement to the teachers. It appears to me that our County Normal System has tended in a large degree towards the solution of the problem 'How to improve our Rural Schools.' Last year we had seventy-four white Normals and fifteen colored Normals; this year (1896), we have had seventy-five white Normals and twenty-six colored Normals, and patrons have given assurance everywhere that their schools have improved greatly.

"In addition to the new life and power given the teachers of the State by the County Normal system, the people heretofore ignorant of the merits of Normal Schools have been educated to appreciate them. It has been truly an educational campaign for citizens as well as for teachers, and I believe that this has proven a necessary step towards securing the establishment, in the near future, of two permanent, well-organized, and thoroughly equipped State Normals, to last each year for a term of nine months. The Normal work for 1895 and 1896, largely aided by the Peabody Fund, has secured

for Arkansas an educational progress and spirit hitherto unknown. Advantages have been brought to three-fourths of our teaching force that they never would have otherwise enjoyed. The new and higher life imparted to the teachers, by setting before them new and better methods, has intensified their ambition and spirit, and a glad awakening has come into every school-room in the State. In this hour of pleasure and gratification, in behalf of teachers, pupils, and citizens of Arkansas, I thank you and the Trustees of the Peabody Fund for your very liberal and opportune help, in enabling us to secure these triumphs and these blessings."

Prof. Futrall, as State Lecturer, says:—

"The Normals were largely attended by colored men and colored women who seemed to be devoted to the cause of education, and were not only willing but eager to receive instruction. All of the conductors of these Normals were colored men of more than ordinary ability, who had made special preparation for the work assigned them. It was an agreeable surprise to find among them graduates from many of the leading colleges and universities of the United States. Realizing that most of the colored children in the South receive their primary training in the rural districts, the writer endeavored to instruct the teachers in language plain and simple as to the best methods of organizing, classifying, and successfully conducting the schools in the country districts. The average length of my talk was two hours. After giving perfect attention to the lecture, every Normal passed resolutions of thanks for the privileges of receiving normal instruction."

FLORIDA.

The Hon. William N. Sheats says:—

"It was found expedient to depart from the original design of establishing only three of the summer training-schools, that the amount required by you to be raised within the State to supplement your donation of one thousand dollars might be secured, and that the attendance, by increasing the number of these schools, might be as large as possible. The schools were conducted in

the most liberal and catholic spirit; equal appliances and advantages were provided for the two races; both were under the tuition of the same conductors, and received the same kind and the same number of hours of instruction daily, the conductors alternating in teaching the two departments. The most prejudiced could find no grounds for charging that any discrimination was made in the character, quantity, or value of instruction given to either race. The conductors were selected on the basis of scholarship, skill, and successful experience as teachers, and are reputed to be among the best within the State. They represent sixteen different States and educational institutions within the United States, while one was European in birth and education. There is no State in the South where the negro teachers are so well paid, or where so much money, labor, and interest are expended to improve the scholarship and character of the negro teachers. There is no State in the South where there is a greater number of schools for negro children as compared with the negro population. No State in the Union expends so much per capita of its entire population for negro education. The work of the summer schools is appreciated both by teachers and people; as attested by the facts that the percentage of the teachers of the State that attend these schools for the space of two months each year is larger than the attendance upon similar institutions by the teachers of any State in the Union; and by the amounts readily contributed by so many different communities to secure the location of one of these schools. It is an easy matter to get subscribed within a few days for the support of these schools more than is donated from the Peabody Fund. The results of the summer-school work lead me to say that I believe it would be unwise for the Trustees to close the Trust and distribute the Fund for general educational purposes, as they have the option to do. My opinion is that it would be best to continue the Trust and use the Fund, as now, in educating young teachers in normal schools, and in encouraging the establishment within the beneficiary States of summer schools for the better training of illy prepared teachers who have already entered public-school work.

"The summer schools, co-operating with our examination system, have exerted a wonderful influence in elevating the public schools.

Through them the teachers have caught the inspiration of the movement, and not only readily consent to become docile students, but are earnestly reading and aspiring to reach a higher status in their profession. This intensified interest on the part of teachers is causing public education to take deeper root in the affections of all the people. The condition of the public schools is as salutary as it is possible for them to be under the present financial condition of the State. More money is our greatest need, and we cannot reasonably expect greater school revenues until the aggregate wealth of the State is larger. School taxes are cheerfully paid. The direct school levy, combining State, county, and district taxes, is larger in Florida than in any Southern State, and the millage is greater than is levied in a large majority of the States. Besides the poll-tax and the one-mill State tax, most of the counties in Florida levy a five-mills school tax, the maximum constitutional limit; in addition to this, many school districts in many counties levy a special district tax of three mills for the use of the schools within the district. Many school districts within the State, besides the poll tax, pay in the aggregate an *ad valorem* tax of *nine* mills for the public schools; a large majority of the counties pay *six* mills, and no taxpayer in any county escapes with less than a *four-mill* tax for the schools.

"The one thousand dollars donated by you for the summer schools enabled me to use it as leverage in stimulating the contribution of a sufficient sum to establish *seven* of these schools, five of which ran eight weeks, one seven, and one six. The attendance was 443 white teachers and 151 negro teachers."

NORTH CAROLINA.

The Hon. I. C. Scarborough reports :—

"The State Normal and Industrial School at Greensboro had an enrolment of 444, exclusive of the Practice School, which numbered 97, and is growing in favor every day. This is one of the most popular schools in the State; and the young women, with the equipments given them at the school, rank among the best teachers in the country." Through the liberality of Julian S. Carr, of Durham, a "Lida Carr Fellowship" of \$250 a year was established.

"The colored Normal Schools at Fayetteville, Salisbury, Goldsboro, Franklinton, Plymouth, Elizabeth City, and Winston were given such sums from the Peabody appropriation as to equalize their income, so that each one of the six schools received from the State and the Peabody Fund \$1,856. The sums sent the schools from the Peabody Fund were used, as you directed, for the payment of the salaries of teachers. The schools enrolled 1,203 pupils, and have done good work. Their principals are graduates from various colored schools. The aid given to Clinton graded schools, white and colored, was timely, and enabled them to have a full term and to do good work. It was used largely for the pay of colored teachers. The Durham Manual Department had enrolled 276 children. The teacher is a graduate of Pratt Institute, and, besides her excellent work with pupils, she trained teachers in manual lines. The money was well spent." The friends of education are making a vigorous effort to increase the number of counties and school districts having local taxation, and also to increase a general school tax.

ALABAMA.

The Tuskegee Normal and Industrial Institute received, last year, from all sources, \$94,242.50, four-fifths of which have gone into the permanent plant. The total value of property owned by the institution, including thirty-seven buildings and 2,460 acres of land, is \$280,000. "The significance and scope of the work of this institution are not always understood, and it may be thought that the good accomplished is not in keeping with the amount of money expended. It should be borne in mind, that aside from the expenses of educating and maintaining nearly 700 students, in addition to teachers, and starting fifteen years ago with practically no equipment, the institution has equipped twenty-five industrial departments, and provided shelter in the way of class-rooms, dormitories, and homes for nearly 1,000 persons. Aside, also, from the direct work of educating annually 867 students, it exercises a fostering care over such smaller schools as have been started or

conducted by our graduates. Then there is the Tuskegee Negro Conference, with its numerous sub-conferences, reaching tens of thousands of our people in the South; to these add the Tuskegee Assembly, and one has a partial idea of the far-reaching influence of this institution. All such institutions as Tuskegee should stick close to the work of educating leaders along industrial, literary, and religious lines. It is through such leaders that the masses of the people are to be reached and shown how to improve their condition. During the past year 1,006 have been in attendance, — males 651, females 355, — representing thirteen States and Territories, and nineteen counties of Alabama. The average daily attendance has been 867. The average age is $18\frac{3}{4}$ years. None are admitted under 14 years. More and more we are applying a severe test and securing a more promising class. In all departments, seventy-three officers and instructors have been employed, at an average salary of \$330 per year. This was one of the four schools in the entire country that was awarded a gold medal at the Atlanta Exposition. Besides keeping twenty-four other industries in constant operation, the students cultivate 650 acres of land. The total cost, including board and tuition, entering into the education of a student for a year, is \$120 for each student. For seventeen years the Fund has cheerfully aided this wonderful institution." The distinguished Principal, Booker T. Washington, on whom Harvard, at its last Commencement, conferred the degree of M. A., in a late letter to me, says:

"In attempting to elevate a race that has been in the condition of the masses of the Negro race, nothing is so hard to avoid as extremes. It is extremely hard to make a race, as well as its friends, see that growth — development — must be along the line of certain well-defined and natural laws; that when artificial forcing is resorted to, we may have the superficial and deceptive signs of progress, but the real and permanent growth is wanting. The past history and present environment of the Negro lead him too

often to imitate the white man at certain superficial points, without stopping to count the steps, the years, that it has taken the white man to reach his present position, or to note the foundation upon which his position rests. The colored woman that married, a short time since, clad in a silk gown and white slippers, and with an expenditure of \$50 for a wedding feast, and at the same time living in a small rented log-cabin, with a mortgage on the crop, presents an example of what I mean. Right here comes in the value of industrial education combined with first-class literary training; it has a modifying, sobering influence, resulting in teaching the colored youth that the road to the highest permanent success and development is by slow gradations, and nature permits of no reversal of the process."

The State Normal School at Montgomery, under Prof. W. B. Paterson, aided by twenty-two teachers, had a total attendance of 893 students from twenty-three counties, 208 of whom boarded in private families. "No fund exists for assisting students, as the object is to develop independent, self-reliant, self-supporting men and women. The records of scholarship show an advance on any former year. Manual training has received great attention, and differs from industrial training as general education differs from special. 'Manu-mental training' is said by Dr. Harris to be 'a phenomenal success.' The income from all sources, including the State appropriation of \$7,500, was a little over \$13,000, showing marked economy in the management of the school."

The Troy Normal shows an increase in actual work over any previous year. Larger accommodations and better appliances are needed. The energetic president keeps up a Summer School of Pedagogy. The Florence Normal has made additions to furniture, laboratory, and library. In the enrichment of the course of study, careful attention has been given to the "Report of the Committees of Ten and Fifteen," which represent the cream of modern educational thought. Two hundred and sixty-three pupils, from

SCHOLARSHIPS.

Alabama	\$1,993.70	
Arkansas	2,084.72	
Florida	1,097.70	
Georgia	2,554.45	
Louisiana	1,507.83	
Mississippi	1,413.86	
North Carolina	2,193.47	
South Carolina	1,522.76	
Tennessee	3,519.58	
Texas	2,683.19	
Virginia	2,418.90	
West Virginia	1,598.95	
	<u>\$24,589.21</u>	
Returned to Treasurer	260.54	
	<u>\$24,849.75</u>	
		<u>\$38,481.00</u>
Total		\$90,500.00

J. L. M. CURRY,

General Agent.

WASHINGTON, D. C., Oct. 1, 1896.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report; but as there have been during the year no material changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge FENNER as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Mr. MORGAN, it was —

Voted, That the investments of capital belonging to the Trust made during the past year by the Treasurer, with the approval of the Finance Committee, be ratified and confirmed.

The Standing Committees were then appointed as follows:—

Executive Committee : Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, Hon. JAMES D. PORTER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee : Hon. WILLIAM M. EVARTS, President CLEVELAND, Hon. WILLIAM WIRT HENRY, Hon. JOSEPH H. CHOATE, Hon. GEORGE PEABODY WETMORE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer,

and of Dr. CURRY, the General Agent, were found to be correct and properly vouched; which report was accepted.

A communication was received from Dr. WILLIAM H. PAYNE, President of the Peabody Normal College at Nashville, urging the great need of increasing the teaching force in the Departments of Physics and Chemistry of that institution, whereupon the subject was referred to the Executive Committee with full powers to act.

Mr. EVARTS, the Chairman, submitted the following: —

✓
The Committee appointed at the last Annual Meeting to consider the question of distributing the principal of the Fund, on or after February 7, 1897, as authorized by Mr. Peabody, respectfully report that they have considered the whole matter, as directed, and recommend that the said distribution be deferred for the present.

Whereupon the report was accepted by the Board, and the recommendation adopted.

Bishop WHIPPLE made a motion that the sum of \$500 — if in the judgment of the Executive Committee it is practicable — be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. GREEN it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary,

It was also voted that the next meeting of the Trustees be held in New York, on the first Wednesday of October, 1897, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,

Secretary.

APPENDIX A.

To HON. J. L. M. CURRY, General Agent:

I HAVE the honor to transmit, through you, to the Trustees of the Peabody Education Fund, my Ninth Annual Report as President of the Peabody Normal College.

I append the usual statistical table showing the enrolment by years and States, from the organization of the College, in 1875, to the year which closed May 27, 1896, inclusive. It will be seen that the enrolment for the last year was five hundred and seventy-five, the largest in the history of the College. This number is particularly significant when it is recollected that the conditions for admission have been made more and more rigorous year by year, and that no attempt has been made to solicit students by advertisement or by agents. It may be said with absolute truthfulness that this large attendance has become an embarrassment, owing to an inadequate teaching force and to class-rooms of inadequate size. In many instances classes have become so large that individual instruction has become practically impossible, and the overcrowded rooms have become sources of great discomfort. Attendance at Chapel is enjoined on all students, but there is not room to seat the entire membership of the College. This lack of space is felt particularly on Commencement occasions, when it is desirable that the public should have the opportunity to witness these services. A Gymnasium that was planned to accommodate two hundred students is sadly overcrowded by five hundred. I do not speak complainingly of this lack of space and opportunity, though I cannot avoid thinking it a pity that the dutiful and deserving young people intrusted to our care should have anything less than the best that it is in the power of our hands to give. If it is possible to provide our school with larger rooms and with an adequate teaching

STATISTICAL TABLE.

The following table exhibits the attendance by States from the date of organization of the Normal College, in 1875, to May, 1896.

STATES.	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896
Alabama.....	3	7	6	12	12	11	12	10	14	13	16	19	26	23	32	27	33	31
Arkansas.....	4	6	7	9	7	5	9	8	10	11	12	14	18	21	23	23	26	20
California.....	1	.....	.....	.....	.....
China.....
District of Columbia.....
Florida.....	2	8	11	12	6	5	5	5	1	2	1	2	2	.....	11	9	10	10
Georgia.....	10	15	20	23	14	14	12	14	15	15	22	38	39	37	36	46	45	37
Indiana.....	1	.....	.....	.....	.....
Indian Territory.....
Iowa.....
Japan.....
Kentucky.....
Louisiana.....	2	2	.....	.....	7	6	4	5	8	9	9	11	17	13	13	12	19	19
Mexico.....
Michigan.....
Minnesota.....
Mississippi.....
Missouri.....	7	12	14	17	14	15	14	7	.....	.....	1	2	9	6	13	22	24	32
Nebraska.....
New York.....
North Carolina.....
Ohio.....	3	6	6	13	12	11	12	15	15	15	19	24	26	27	30	36	29
Ontario.....
South Carolina.....
Tennessee.....	59	91	94	87	53	60	62	55	59	66	57	73	69	151	203	216	251	311	256	243	283
Texas.....	6	12	14	17	9	7	7	8	10	10	10	13	20	29	32	24	27	34
Virginia.....	7	5	8	8	11	9	15	14	15	16	16	17	20	22	22	17	16	20
West Virginia.....
Total.....	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560	508	528	575

force, I earnestly hope that measures will soon be taken to remedy an existing evil.

Growth in size or number, when taking place under normal conditions, is a gratifying fact, for it indicates some solid merit as its support; but far more gratifying is the growth or development of a school in character, — for schools, like individuals, have distinctive characters, literary, moral, and religious. In this respect the progress of our College during the past year has been most marked, and has yielded me a very high degree of satisfaction. The spirit manifested by the greater number of students may be called the spirit of beneficence, or the desire to do good, as though all were consciously following the divine injunction: *Let us do good unto all men.* I believe this to be the characteristic motive of the great body of our students, — the desire to make the world better through an education addressed not only to the head, but as well, or even more, to the heart. I believe that the paramount thought of this College is character building on the lines of Christian morality. A potent factor in the production of this result has been the Students' Christian Association and the personal influence of devoted instructors. This Association has had a marked growth in numbers and spirit during the past year, and its beneficent influence has affected the entire student community.

The prevalence of the scholarly spirit or of the love of letters has been more marked than ever before, and the efforts of our students in the line of oratory and essay-writing would do honor to any college in the land; while the power to do vigorous and independent thinking has been a gratifying surprise even to those who know our students so favorably, — their instructors and personal friends. As contributing to this result, too much cannot be said of our Library and its most admirable management, — its wise supervision, and its system of cataloguing which makes all its resources available. Other contributing causes are the six literary societies maintained with such admirable efficiency by our students; the Lecture Association, which maintains a series of high-class lectures and entertainments; and our college publication, the "Peabody Record," which has come to hold an honorable place among journals of its kind.

Had this part of my report been proceeding on the direct line of

cause and effect, I should have begun by noting the growth of a better spirit in the teaching body of the College. In years past I have not found it easy to convince all my associate teachers that many of their most important duties to their pupils lie outside of their class-rooms, — that the laws of courtesy and kindness are as binding on them in their dealings with students as when dealing with men and women in society, — that the school exists, not for its instructors, but for its students, — that instructors should be kind and helpful friends, honored and loved for their gentility and goodness, rather than hard task-masters, feared and shunned for their coldness and severity, — that the worth of a school is to be estimated, not by the few who survive the rigors of its administration, but by the many who are made wiser, happier, and better by its kindly nurture. I am glad to say that this better spirit is now prevalent among my associate teachers, and I expect to be able to say, when this duty falls on me again, that there is no exception to a rule which I shall make binding on all who expect to remain in the service of the Peabody Normal College.

Gratifying progress has also been made in perfecting the policy of the College and the administration of its increasingly complex affairs. Mere fiat cannot create an institution of learning ; it must have a sort of organic growth that leads to the formation of traditions and modes of procedure all its own, so that its movements become at least quasi-automatic. The affairs of the College are now transacted very largely through advisory standing committees, each committee having its settled policy and modes of procedure. These committees are advisory, in the sense that the President expressly reserves the right to veto any decision that seems to him unjust or unwise. The Faculty is held to be a court of law, basing its decisions on fact ; but appeal may be taken to the Executive Committee for review and redress, and ultimately to the President as a court of equity. This careful guarding of students' rights has resulted in an almost perfect harmony of feeling between the student body and their instructors, so that there is now hardly a trace of that secular antagonism which has so unhappily affected college administration.

At the late Commencement, held on May 27, 1896, one hundred and sixty diplomas were granted, one hundred and fifteen conferring the Normal College degree of Licentiate of Instruction,

and forty-five, University degrees, Bachelor's and Master's. The University conferred the Honorary Degree of Doctor of Laws, as follows: On Dr. Samuel A. Green, of Boston; on Professor Isaac N. Demmon, of the University of Michigan; and on Professor John M. Webb, of Bellbuckle, Tennessee.

The wisdom and foresight of Dr. Sears and Dr. Stearns are nowhere more conspicuously seen than in associating this Normal College with a University holding such honorable traditions of scholarship, and such a warm place in the affections of the people of the South. This step was at once a guaranty of respectability and of scholarly worth. Both of these wise men saw what is still painfully evident, that the word *Normal* was a term of bad omen, made so by the pretenders to learning who come in such swarms from certain Normal Schools, especially of the West and the South. It is a sad fact, but nevertheless a fact, that scholarly men have but little respect for the learning and culture possessed by teachers who come from schools of the class just referred to; and there is therefore urgent need of bringing schools for the education of teachers into a region of high and deserved respectability by giving to their students the opportunity of acquiring genuine scholarship and culture. A reputable teaching profession is possible on no other condition, and it is in the formation and maintenance of such a profession that the Peabody Normal College finds its proper mission. It is for this reason, among others, that I have promoted in every proper way the policy adopted by President Stearns, of encouraging students who have been graduated from the College to continue their studies till they have secured a University degree; and there is no feature of my work which gives me more genuine satisfaction than my success in inducing such large numbers to prolong their residence by one or two years of University study. The need of the day is educated rather than trained teachers, and to this end the course of study should be of the university type.

It is an historical fact that professional schools flourish only in an atmosphere made tonic and healthful by university culture and traditions; and schools for the education of teachers fall short of their high purpose, and support only a feeble life, if isolated from their natural and historical home. This school never could have been what it is, had it not been connected with some reputable

institution of higher learning ; and it never can become what Mr. Winthrop so longingly desired it to be, — a living monument to the memory of George Peabody, unless it is associated with a parent institution rich in scholarly traditions and fertile in opportunities for liberal learning ; and the most rational and effective way to exalt the Peabody Normal College is to exalt the University with which it is connected.

The historical function of universities, as Mr. Fitch declares, “is to teach and to supply the world with teachers ;” and in their origin, university degrees, Bachelor, Master, and Doctor, were licenses to teach ; and it is restoring to universities their prime function to make them the agents for the higher education of teachers, — of teachers who are to constitute the teaching profession of the country. Particularly in the South, the feeling is prevalent that teachers should hold a diploma conferring a Bachelor's or a Master's degree ; and it is practically impossible for teachers to secure and hold positions of any high rank unless they are the possessors of such credentials. It is for this reason, in particular, that so many of our Licentiates of Instruction become candidates for university degrees, here or elsewhere. This ambition I encourage in all proper ways, believing, as I do, that the real strength of the College lies in this higher region of professional education.

Education is one of the philosophical sciences, and any adequate comprehension and mastery of it is possible only to students who have reached what Macaulay happily designates “the region of intellectual emancipation,” that region which lies quite beyond the field of secondary education. Students still within the range of our Licentiate Degree, though able to practise teaching as an empirical art, are not yet competent by discipline and attainments to master in any adequate degree the more abstruse science of education ; and so I say again that the real power of our school lies in those supplementary studies which are of the university type.

The style of this school, as originally determined by Dr. Sears and Dr. Stearns, was as follows :

UNIVERSITY OF NASHVILLE :

STATE NORMAL COLLEGE ;

and all its catalogues and official publications prior to 1889 bore this designation. In the year 1889, however, very largely through the influence of Governor Taylor, the following style was adopted by the State Board of Education of Tennessee :

UNIVERSITY OF NASHVILLE :

PEABODY NORMAL COLLEGE ;

and all our catalogues, diplomas, public documents, and college stationery now bear this designation. The purpose of this change in style was to associate inseparably and for all time the name of George Peabody with what Mr. Winthrop so affectionately called "Our Great Normal College," and thus to make him, as it were, the patron saint of Southern Education.

Through its last General Assembly the State of Tennessee not only continued its liberal appropriation of fifteen thousand dollars a year to the Normal College, but added five thousand dollars a year to this sum for the support of a chair of American History. When it is recollected that Tennessee is laboring under the burden of a large public debt, this liberal appropriation to our College must be counted as a proof of the public friendliness towards the institution, and of the State's willingness to co-operate with the Peabody Board in the maintenance of this school for the professional education of teachers. It cannot be doubted, however, that a powerful motive which underlies this liberality is the long and ardently cherished expectation that Nashville is to be the permanent seat of the Peabody Normal College ; and as the time approaches for determining its location, the state of public feeling is growing more and more tense, and it may be expected that when the question of continuing its appropriations comes before the next General Assembly this question of location will be the central point of debate.

To the Chair of American History provided for by the General Assembly, the State Board of Education unanimously called Dr. William R. Garrett, Ex-State Superintendent of Public Instruction, and for many years an eminent teacher in the State. His work began at the opening of the last college year, and has given marked satisfaction to Faculty and students. The College is greatly strengthened by the addition of this important chair, and

I trust that the General Assembly will continue this special appropriation from year to year. Among his other duties Dr. Garrett is editing the "American Historical Magazine," a quarterly publication devoted particularly to Southern history, and containing original matter of unique value.

It goes without saying that the Trustees of the University continue that generous aid in the free use of buildings and grounds without which the Normal College, with its present financial support, could not exist. In addition to this benefaction, the College has the use of the "Winchester Chair of Modern Languages," permanently endowed by the University of Nashville.

The University has made marked progress in its organization and scope within the past year. It has regained its own Medical Department, which for some years had been united to that of Vanderbilt University; the Trustees have erected a new and commodious building for its use on their property facing the College Campus and within easy reach of the City Hospital; and have incorporated into the University organization the Nashville Conservatory of Music. This University with its allied schools now has a membership of fourteen hundred and thirty-nine.

I am pleased to report that the Winthrop Model School is realizing all my expectations. My aim has been to establish a thoroughly good school, managed and taught in accordance with the most approved modern methods, and serving our students as a field of observation and study in practical pedagogy. This school is admirably organized and managed. Its course of study covers the first ten grades of the typical public school, and its popularity with the citizens of Nashville is attested by the fact that every available seat is engaged before the opening of the annual sessions. The enrolment for the last year was two hundred and eighty-five.

From all the information I have been able to obtain from our graduates, I am persuaded that they have kept their pledge to teach with reasonable fidelity. Instances in which this pledge has not been kept are relatively rare, and in most cases excusable. The young women who are graduated from the College, like young women in general, are liable to have their plans of life suddenly changed, and so it happens that some of them very early exchange

the school-room for the home ; and so young men, though in fewer instances I think, change their plans, and devote themselves to other occupations. However, it would be an obvious error to infer from such facts that the professional education of these young people has been fruitless ; for it is certain that they will be instrumental in moulding public opinion on all live educational questions, and will thus make it easier to work needed reforms in school administration. It is not easy to say which is the more important educational factor in a community, a competent teacher or an enlightened patron. It is certain that one of our greatest needs is an intelligent and responsive public, and it is hardly to be doubted that when the final verdict shall have been made, it will appear that the greatest benefaction wrought by the Normal College has been the gradual leavening of public opinion on educational questions by its graduates and students, who penetrate every community in the South.

It is worthy of record that our large membership has had an almost entire immunity from critical illness during the year just closed ; and I am persuaded that this state of general good health is to be attributed very largely to the careful and wholesome training of the Gymnasium.

So far as the interests of the College are concerned, the plan now followed of giving precedence, in scholarship appointments, to students who have been in attendance one year or more at their own expense and have made a creditable record for conduct and scholarship, has every consideration in its favor. Our best students come from those States where this mode of selection most largely prevails. This plan puts a premium on individual effort and enterprise ; furnishes a powerful motive for good conduct and good scholarship while in college ; and in many cases secures to the student one or more years of university study in addition to his college course of two years.

My official relations with the chief school officers of the several States are, with rare exceptions, of the most cordial and courteous character. In one or two cases it has happened that an official has dictated the terms on which his State should receive these scholarship gifts from the Peabody Board of Trust ; but in all other cases there is not the slightest interference with the established order of procedure.

Perhaps no fact is more creditable to the membership of the College than its capacity for self-government ; and I am glad to repeat what I have said to you in person, that the government of our large body of students costs me no anxiety worth the mentioning ; and it is certain that a more decorous body of young people cannot be found in any school in the land. The fact that these students are in the main self-dependent, and that they have a high and earnest purpose to accomplish, will explain in no small part this happy condition of things ; but another contributing cause of prime importance is the fact of co-education. Young men and young women are on an equal footing of privilege and responsibility ; and each sex must maintain its self-respect in presence of the other ; and the consequence of this mutual check and stimulus is that wholesome state of conduct which is seen in well-ordered homes.

I need not say that, pleasant as my surroundings are, I sometimes feel the weight of cares inseparable from such a charge as I have undertaken ; but I owe it equally to myself and to you to say that my back has often been strengthened by the "word in due season" which you know so well how and when to speak.

With great respect,

WILLIAM H. PAYNE,
President.

July 21, 1896.

APPENDIX B.

WASHINGTON, D. C., May 21, 1896.

To the HON. JOSEPH F. JOHNSTON and HON. ALBERT T. GOODWYN :

DEAR SIRs, — I address this open letter to you as the accredited representatives of two great parties seeking to control the government of the State. I need make no apology for my interest in Alabama or the cause which I seek to bring before you.

With the issues which divide the parties I have no concern in this letter. The subject of this communication is higher, far more important, more paramount, than all the issues, federal and State, which divide parties, local or national. It involves vitally every county, neighborhood, family, and citizen. It is not of temporary, but of permanent, interest. It affects the people individually, socially, intellectually, and materially. All patriots should combine and labor incessantly until there be permanently established and liberally sustained the best system of free schools for the whole people, for such a system would soon become the "most effective and benignant of all the forces of civilization." Such a cause should enlist the best and most practical statesmanship, and should be lifted above and out of mere party politics, which is one of the most mischievous enemies of the public-school system.

Mr. Jefferson is quoted by both parties on fiscal and currency and constitutional questions. Let us hear what he says on the education of the people. In 1786 he wrote to George Wythe: "I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No surer foundation can be devised for the preservation of freedom and happiness." To Washington he wrote: "It is an axiom in my mind that our liberty can never be safe but in the hands of the people

themselves, and that, too, of the people with a certain degree of instruction. This it is the business of the State to effect, and on a general plan." To J. C. Cabell, in 1818 and 1823, he wrote: "A system of general instruction which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest, of all the public concerns in which I shall permit myself to take an interest." As to the relative importance of a university and the common schools for the people, he said: "Were it necessary to give up either the primaries or the university, I would rather abandon the last, because it is safer to have a whole people respectably enlightened than a few in the highest state of science and many in ignorance. This last is the most dangerous state in which a nation can be."

"The best test of a country's civilization is the condition of public instruction," said a French statesman. Tested by that standard, what is the rank of Alabama among civilized people? The total population of Alabama over ten years of age by the last census is 1,069,545; and of these, 107,355, or 18.2 per cent, of the white people are illiterate, and 331,260, or 69 per cent, of the negroes are illiterate. Of 540,226 children between five and eighteen years of age, 301,615, or 55.80 per cent, are enrolled in schools, leaving only two States in this particular below her. In 1891-92 the percentage of school population (five to eighteen years) in attendance was 33.78 per cent, with four States below. The average school term or session was seventy-three days. This table shows the rank of each State and Territory according to the rate of illiteracy in 1890:—

Nebraska	3.1	Oklahoma	5.4
Wyoming	3.4	Maine	5.5
Iowa	3.6	Montana	5.5
Kansas	4.0	New York	5.5
Oregon	4.1	Utah	5.6
South Dakota	4.2	Michigan	5.9
Washington	4.3	Minnesota	6.0
Idaho	5.1	North Dakota	6.0
Colorado	5.2	Massachusetts	6.2
Illinois	5.2	Indiana	6.3
Ohio	5.2	New Jersey	6.5
Connecticut	5.3	Vermont	6.7

Wisconsin	6.7	Arizona	23.4
New Hampshire	6.8	Arkansas	26.6
Pennsylvania	6.8	Tennessee	26.6
California	7.7	Florida	27.8
Missouri	9.1	Virginia	30.2
Rhode Island	9.8	North Carolina	35.7
Nevada	12.8	Georgia	38.9
District Columbia	13.2	Mississippi	40.0
Delaware	14.3	Alabama	41.0
West Virginia	14.4	New Mexico	44.5
Maryland	15.7	South Carolina	45.0
Texas	19.7	Louisiana	45.8
Kentucky	21.6		

This beggarly array does not fill up the dark outlines of the picture. These short schools are in many cases inefficient and inadequate, and the graduates of high schools even are three years behind the German graduates in the amount of knowledge acquired and in mental development. This inferiority is largely attributable to the shorter terms of school years, to the want of professional teachers, and to the small enrolment. In Prussia, under a compulsory law, 91 per cent are instructed in the public elementary, or people's, schools, or only 945 of the children subject to the law were unjustly withheld from school. It is lamentable that in many cases a teacher in primary schools need not know much more than he is required to teach, and that knowledge may be confined to the text-book. This deficiency in teacher training is, with political and sectarian influence, the most vulnerable point in our school system. The lack of proper supervision and inspection of schools is traceable to this same pestiferous influence, and hence the officers charged with this duty remain too short a time in their places to be qualified for their work. Rotation in office, narrow partisanship, inefficiency, are the direct fruits of making school offices not places of trust, but spoils of political victory. Our system of public instruction has acquired such dimensions, ramifies so minutely into every family and neighborhood, concerns so greatly every interest of the State, that its administration should be vested in officers of the highest intelligence and patriotism, of administrative skill and ability, of thorough acquaintance with school and educational questions. The State Superintendent should remain in office long

enough to be thoroughly familiar with the duties of his exalted position, and should be an expert, capable of advising executive and legislature and school officers and teachers, and in full and intelligent sympathy with the educational problems that are so important and numerous. Greatly blessed is a State, and are the children, who have at head of school affairs such men as Mann, Sears, Dickinson, Draper, White, Ruffner, and our peerless Harris.

The statistics of defective schools and consequent illiteracy teach their own sad lessons. The calamities which, in the inevitable order of events, must result from having so large a portion of the people in ignorance need not be elaborated, but they should fill every patriot with alarm, and impel to the adoption of early and adequate remedies as an antidote for what is so menacing to free institutions and to general prosperity. While ignorance so abounds, how can we hope for purity in elections and safety from demagoguism, immorality, lawlessness, and crime? "Whatever children we suffer to grow up amongst us we must live with as men, and our children must be their contemporaries. They are to be our co-partners in the relations of life, our equals at the polls, our rulers in legislative halls, the awarders of justice in our courts. However intolerable at home, they cannot be banished to any foreign land; however worthless, they will not be sent to die in camps or to be slain in battle; however flagitious, but few of them will be sequestered from society by imprisonment, or doomed to expiate their offences with their lives."

Perhaps the argument most likely to reach the general public is the close relation between public free schools and the increased productive power of labor and enterprise. The political economy which busies itself about capital and labor, and revenue reform and free coinage, and ignores such a factor as mental development, is supremest folly; for to increase the intelligence of the laborer is to increase largely his producing power. Education creates new wealth, develops new and untold treasures, increases the growth of intellect, gives directive power, and the power of self-help, of will, and of combining things and agencies. The Secretary of the Board of Education of Massachusetts in his last report makes some valuable statements and suggestions. No other State is giving as much education, and yet each inhabitant is receiving on

an average nearly seven years of two hundred days each, while the average given each citizen in the whole nation is only four and three-tenths of such years. While the citizens of Massachusetts get nearly twice the average amount of education, her wealth-producing power, as compared with other States, stands almost in the same ratio. This increased wealth-producing power means that the 2,500,000 people produce \$250,000,000 more than they would produce if they were only average earners. And this is twenty-five times the annual expenditure for schools. It is worthy of note that Massachusetts, with nearly twice the average schooling per individual, produces nearly or quite twice the amount of wealth per individual compared with the nation's average. In 1880 the census seemed to show that the average production of the whole nation was forty cents per day for each inhabitant. That of Massachusetts came nearly up to eighty cents. The capacity to read and write tends to the creation and distribution of wealth, and adds fully 25 per cent to the wages of the working classes. It renders an additional service in stimulating material wants, and making them more numerous, complex, and refined. We hear on every hand louder calls for skilled labor and high directive ability. It is a lack of common business sagacity to flinch from the cost of such a wealth-producing agency. This question is not how can we afford to do it, but can we afford not to do it.

All experience shows only one means of securing universal education. Private and parish schools educate only about 12 per cent of the children; and if they could educate all, there would remain insuperable objections to them in the way of management, classification, efficiency, and support. Our institutions and rights demand free schools for all the people, and they must be established and controlled by the State, and for their support combined municipal, county, and State revenues are needed. 87 per cent of the children of the Union are now in public schools. In 1890 the entire costs for school purposes were estimated at \$143,110,218, toward the payment of which the local school tax contributed \$97,000,000. While furnishing education is a legitimate tax on property, whether the taxpayer takes advantage of the public schools or not, the history of education in the United States shows that with State revenues should be combined local taxation. This

insures immediate interest in the schools, better supervision, greater rivalry, and on the whole better results.

The schools in Alabama are handicapped by a clause in the Constitution limiting local taxation to an extremely low figure. If by general agreement among the friends of education the removal of this restriction could be separated from party politics, and local taxation could be brought to the support of schools, there would soon be an era of educational and material prosperity. What a commentary it would be on the capacity of our people for self-government, on their catholic patriotism, on the subordination of private wishes to the public good, if, under the advice and leadership of those selected as fittest persons for the executive chair, the whole subject of free and universal education should be elevated to the plane of organic law, and be as sacred and irremovable as any of the fundamental muniments of liberty!

Yours truly,

J. L. M. CURRY.

THIRTY-SIXTH MEETING OF THE TRUSTEES.

NEW YORK, October 6, 1897.

THE Trustees met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Mr. Chief-Justice FULLER, the First Vice-Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, COURTENAY, HENRY, SOMERVILLE, CHOATE, FENNER, and GILMAN; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE; after which the Chief-Justice addressed the Board as follows:—

In taking the chair on this occasion, I cannot refrain from expressing my profound regret,—and in doing so I know that I express the feelings of us all,—at the absence

of our Chairman, Mr. Evarts, the last survivor of the active members of this Board as originally constituted by the founder, and, as well said by our General Agent at the last meeting, "fit type and representative of his distinguished associates" of that day. We sincerely hope that he will again be fully restored to health, and aid us in the successful conduct of our affairs, to which in the past he has so largely contributed.

In the death of Judge Lowell, which occurred on the 14th day of May last, the Board has been subjected to a serious loss. The attributes and acquirements which gave him eminence at the bar and on the bench, and distinction in the walks of private life, rendered his membership full of promise of usefulness and agreeable association, which would have been amply fulfilled but for his lamented departure.

We have also to regret the resignation of that accomplished gentleman, jurist, and public man, Judge Endicott, on account of ill health, which the Secretary has just handed me. Two vacancies, therefore, exist among the members from Massachusetts. It will be remembered that, as often stated by Mr. Winthrop, it was Mr. Peabody's wish that three of the Trustees should be chosen from his native State. The filling of these vacancies is in order at this time.

Whereupon, on motion of Dr. GREEN, the Hon. GEORGE F. HOAR, of Worcester, was elected unanimously to fill the vacancy in the Board, caused by the death of Judge LOWELL; and

On motion of Mr. CHOATE, the resignation of Judge ENDICOTT was accepted with regret, and the Hon. RICHARD OLNEY, of Boston, was elected unanimously to fill the vacancy thus created.

Judge FENNER and Dr. GILMAN were appointed a Committee to prepare a minute on the death of Judge LOWELL, which later was duly presented and accepted, as follows : —

Resolved, That in the death of the Hon. John Lowell, of Massachusetts, this Board painfully recognizes the loss it has sustained in being deprived, after a brief term, of the wise counsel and active co-operation of a Member, whose high character, ability, and culture conspicuously qualified him for efficient service in the administration of such a trust.

Resolved, That this Board extends to his family its sincere sympathy, and that the Secretary be instructed to convey to them a copy of these Resolutions.

Mr. EVARTS was re-chosen Chairman of the Board ; and Chief-Justice FULLER was re-chosen First Vice-Chairman, and Bishop WHIPPLE, Second Vice-Chairman.

Dr. CURRY, the General Agent, then presented his Report, which was accepted, and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

SINCE our last session I have attended Educational associations and conferences, visited schools, conferred with school officers, and made numerous addresses. The honor has been accorded me, as your Representative, of speaking to joint sessions of the Legislatures of North Carolina, Florida, Texas, Arkansas, and Alabama. The action of the Trustees in declining to terminate the Trust has excited much comment, and the approval has been emphatic and nearly unanimous. The dissent has been slight and local. State and city school officers, the Press and intelligent persons, interested in general and free education at the South, think that the care of the Fund, the judicious apportionment of the income, the watchful promotion of public schools, the stimulation of an enlightened public sentiment, and the paramount object of Mr. Peabody to foster education, not in favored localities, but throughout the impoverished Southern States, can be best accomplished through the wise and continued agency of a Board which commands universal respect and admiration.

From the beginning of the Trust and unceasingly, despite many drawbacks, its aim has been the education of all the children. It is criminal and suicidal to neglect the masses in this country, where "freedom is an essential condition of civil life," without which you can have "nothing great or noble in political society." Colleges and universities have, by gift and bequest, received most generous aid, but not more than one per cent of

American youth get any education in them. All possible legislative and pecuniary resources should therefore be used to reach "the ninety and nine." Fully ninety-five per cent of the children are dependent on public schools for the training to fit them for citizenship and the duties of life. Education individualizes men and removes those conditions which are a bar to the uplifting of the downmost, of the lowest strata. It reverses that ideal of righteousness held by many, which does "not permit the shoemaker to write to the newspaper, or the motorman to read Emerson." It corrects and widens and elevates that public opinion which allows the lowest class of citizenship to be shut out from opportunities or civil functions. Under its influence what was once a monopoly of kings, the nobility, the aristocracy, becomes the right of the many, of all. It is said that eighty per cent of the men worth \$100,000 each have risen from the laboring masses. "Each man has an equal claim with every other man upon the fullest development of his being." The free State exists that all men may live nobly, and its supreme obligation is to help the citizenship, even the lowest, in self-development. The privilege of voting is a delusion, a means of corruption and tyranny, unless re-enforced by the common school. A free government can be stable and secure only when intelligence and patriotism act in concert. Public opinion is a safe barrier against oppression, executive usurpation, legislative robbery, communism, only when the public opinion is sufficiently enlightened, which is attainable by spreading as widely as possible among our people a true sense of their interests, and training them in those sentiments upon which alone the fabric of a free government can ever be safely erected. In providing education for the immense number who can never go beyond the public school, it is of the first importance that it should instruct them wisely in their civil rights and duties, strengthen the means of gaining an honest living, and give greater capacity for

sustained effort in practical undertakings, and a hearty sympathy with honor and truth and virtue. It is painfully manifest that some citizens, native and naturalized, are more loyal to craft than to country, and that secret organizations are more to them than is the State.

In order to accomplish these ends even partially, to prevent superficial and even hurtful instruction, and to equip men and women with power "to get and do the best thing in life," the profession of teaching assumes an incalculable importance. Our income of late years has been given largely to the preparation of teachers, so that their qualifications may be adequate for their work.

The Report of President Payne gives such a satisfactory statement of the Peabody Normal College that nothing needs to be added. Dr. Sears had a profound conviction, and the Trustees gave a ready and cordial acquiescence, that, in addition to the greater college, giving a limited number of scholarships to the several States and free tuition to all complying with prescribed conditions, each State should have one or more normal schools to supply the ever increasing demand for better teachers. The college at Nashville, valuable as have been its results, never can meet the varied wants of the schools, rural and urban, primary and secondary, of such a large territorial area as the Southern States, no more than, not so much as, one school would suffice for New England or the Middle States. The Trustees, with great liberality, have discriminated in favor of the College, giving it annually a large per cent of our income, but that has not implied that other agencies for improvement of teachers should not receive generous help. Within the aided States are now thirty two public normal schools, receiving from public revenues over \$200,000 every year. Besides these are six departments of pedagogy, and, in several private institutions, courses of special study designed for the wider training of teachers. The Bureau of Education reports, for 1894-5,

11,715 normal students in these various schools and colleges. Six of the State schools, in their origin, are directly traceable to the Fund, and they and the other recipients of our aid have grown steadily in popularity and usefulness. They merit continued and liberal assistance; to cripple them by discontinuing or reducing Peabody aid would be an irreparable injury. Dr. Mayo, experienced and capable, says: "These are by far the most important institutions in the present educational movement in the South. The South is indebted to them for the great step forward in methods of study and school management which has been taken during the last twenty-five years. They are most valuable, and should be cherished and endowed to the utmost ability, and given the best of buildings and the most ample facilities, and kept exclusively under State control."

In addition to systematic Normal work, all American States encourage Teachers' Institutes as an approved method for improving that large number of teachers who have not attended normal schools. The Southern States co-operate with the Fund in sustaining Institutes, and their full and interesting Reports show most beneficial effects from these assemblies and leave no room for doubt as to the great value of this work. The professional spirit has been strengthened, teaching is improved, and public interest in education is stimulated and enlightened.

ALABAMA.

In this State there has been a profitable campaign for education. The Governor, the Hon. Joseph F. Johnston, in his first message, used strong and patriotic language:

"The State has a vital interest in each citizen, in his morality, his intelligence, and his capacities; as the average of intelligence rises, the value of the citizenship increases. We are pledged to de-

velop our public schools to the limit of fair taxation, and this pledge must be rigidly adhered to and faithfully kept with the people who have trusted us. We can better afford to reduce salaries, diminish the number of courts, and abolish many offices, rather than put the knife into a dollar appropriated for our free schools. The most wasteful profligacy would be the checking of the growth of education."

By personal exertions in behalf of improved legislation and numerous public speeches he has followed up these wise words and made his advocacy of universal education the distinguishing feature of his administration. Teachers' Associations, newspapers, and many enlightened citizens have been pressing the good cause with vigor and hopefulness. Dr. A. D. Mayo, whose intelligent labors for twenty years in behalf of free schools have made him a welcome visitor, addressed many schools and popular meetings in the State, and awakened healthful interest wherever he went.

From the Superintendent, the Hon. John O. Turner, and from other sources, information has been gathered as to public education and particular schools. The Florence Normal College has lost its vigorous and able President, John K. Powers, LL.D., who has been transferred to the State University. Under his administration the College has had a remarkable growth, and now numbers 310 pupils. In a letter to the Governor, Dr. Mayo said: —

"I can honestly say that in all my experience in the South, I have seen no State normal which seems to me to have more completely grasped the true idea of that style of school, or more completely carried it out than the one at Florence. I have never seen in any State so much good work done for so small a sum of money as I see here at the State Normal at Florence."

Dr. Powers says: —

"The Model School, or Training Department, has been one of the most important factors in the usefulness of the College. One

year's work in it, under proper supervision, is fully equivalent to from three to five years in the ordinary schoolroom."

Principal Booker T. Washington, A. M., of the Tuskegee Normal and Industrial School, in his annual Report to his Trustees, uses this language: —

"From the first, one thing has been kept steadily in view: to make this in every respect a first-class industrial school and to emphasize industrial development that is suited to the actual needs and present condition of the masses of the negro race in the South. In doing this, no attempt has been made to undervalue the strictly college work done by other institutions; they are doing a valuable and much needed work. We have not emphasized industrial education as an end, but as a means to higher development; for no race can ever rise very high that has not a firm foundation in industry, that is not in a large measure intelligent producers, that does not twine itself about the rest of mankind through business and commerce."

In view of the fact that the negro race depends so largely on agriculture, the Slater Fund Trustees increased their gift to the Institute from \$5,000 to \$8,000. A large building, with proper facilities, has been finished at a cost of \$10,000. Prof. George W. Carver, a graduate of Iowa Agricultural College, commended in the strongest terms by Secretary Wilson of the Department of Agriculture, has been put in charge of the agricultural instruction, and in aid of this special work the Legislature made an additional appropriation of \$1,500. "In all our industrial departments, there has been a steady progress, both in equipment and in the matter of training, and much of this success is due to the wise suggestion and friendly counsel of Dr. Curry." The School numbers 1,072 pupils. The State Normal College at Troy has 761 pupils, and the State Normal School at Montgomery 930. The schools at Montgomery and Tuskegee are for colored students. Mr. Turner says that eight institutions—three for colored and five

for white pupils — and not including the admirable Technological College at Auburn, “furnish technical education for more than four thousand students. Recently there has been established an Agricultural and Experiment Station School in each Congressional district of the State. This gives Alabama twenty-three State institutions of learning.

✓ Never before in her history have our schools, from the lowest to the highest, been more prosperous than during the past scholastic year. All the school people and lovers of education are certainly under lasting obligations to you for your valuable aid to our Normal Schools from time to time, to say nothing of your wise counsel and good advice on educational lines, since the early days of your manhood. The aid has kept alive educational interest, and has caused the State to do a little more each year — meagre as the amount has been. So it might be truthfully said that we are not only indebted for Peabody aid, but for the aid from our State. This was clearly shown last winter, when your proposition was submitted relative to Tuskegee and Montgomery Normals. Through this influence the General Assembly gave to the two schools twenty-five hundred dollars (\$2,500) increase. Along these lines we feel that we are under lasting obligations to the Boards you represent, for these inestimable aids to our school system.”

GEORGIA.

By his zeal, energy, and ability, the State School Commissioner, the Hon. G. R. Glenn, has infused a new educational life and is building for himself, in a perfected school system, an enduring and honorable monument. The statements are taken from his Report.

“Having visited every one of the 137 counties within the last two years and given a close personal study of our actual educational condition I can report a continued improvement and that the ‘common people,’ are becoming more interested in the educa-

tion of their children. No act of the last Legislature has been more heartily approved than the appropriation of an additional \$400,000 to the common-school fund. Within the last two years more schoolhouses have been built than, perhaps, in the previous twenty. Every county has built several new, or improved the old ones, and in a number have been erected as many as fifteen or twenty with modern equipments. Each new building increases the demand in other communities for similar advantages for their children. The sentiment in favor of local taxation is growing, the people feeling that it is safer and wiser to levy a local tax for schools, to save the children from becoming vicious, than to levy it for punishing the children after they have become criminals. I look hopefully to the future. The Census of 1890 will show that we have illuminated a great deal of the dark territory that now marks the domain of illiteracy.

"The normal school at Athens is doing a great work, three hundred pupils having been enrolled, all of whom are teachers in the service of the State. The faculty has been greatly strengthened by the addition of Messrs. Branson and Earnest and Miss Ida Young. The State is giving this school \$22,500 per annum, and the average cost for board, washing, light, books and all incidental expenses to each pupil does not exceed \$7.00 per month. The Normal and Industrial School at Milledgeville has had another prosperous year. [The General Agent had the pleasure of attending the Commencement and of delivering the diplomas at the request of the Governor.] Two hundred applicants were turned away for want of room in the dormitories. The Normal graduates are doing very great service in the common schools, and working in the life of the communities a transformation which in many instances is remarkable. President Chappell regards the practice-teaching in the Model School as of inestimable value to the pupil teachers, training them, as they could not be trained under other conditions, to apply practically and skilfully what they have studied. The Model School consists of about 120 children, from six to fifteen years of age, divided into eight classes corresponding with the first eight grades in the best city schools. The classes are taught largely by members of the Senior Class of the College, under the careful direction and supervision of expert Normal training teachers. We have the strongest possible proofs of the great benefits of this

practical training. Our graduates attribute much of their success in the school-room to the training they received in the Model School.

"The Peabody appropriation for Institutes has been devoted exclusively to the colored teachers, because they needed it most, and nearly all in the State have been reached by these useful agencies. Teachers of the race, when capable, have been employed, and some of the best work I have ever seen has been done by these cultured men and women. In a number of places the counties have aided the Institutes. The negro teachers attend these Institutes well, and it is positively an inspiration to see how eagerly they pursue all the new methods of thought developed in the Institute work. A great many of these negro teachers are accumulating in the last two years very respectable libraries. My observation leads me to believe that the negro race is now passing out of that transition stage in which their imitative powers have been predominant. The next generation will produce more and more creative thinkers within the race. There is a growing sentiment in favor of establishing a normal school for the colored teachers, and this will be a direct outgrowth from what the Peabody Fund has done for colored Institutes.

"Pardon a word concerning the noble agency provided by Mr. Peabody 'for the suffering South and for the good of the whole country.' The spirit of the great benefactor and of the noble hearted friends of mankind, who compose the Company that have administered this princely gift, is pervading every institution and every person that have been blessed by the Peabody Fund. More than any other agency, this has been instrumental in educating the masses into peace. It has been a new translation as well as a new interpretation of the glad message of the olden time, *Pace on earth and good will to men.* It has also come to mean, in the public mind, helping those who help themselves, and is thus transmitting the spirit of George Peabody's noble life into future generations. In all the swelling stream of the widening Southern civilization, there will be an inflowing current, clarifying, sweetening, calming the whole. By and by a beautiful river of peace shall gladden the heart of the South land, and of all the sources of this stream, bringing healing to the people and joy and peace to

the nation, men will turn to none with more rapture and gratitude than to the fountain of life opened in America by Peabody's patriotism and philanthropy."

NORTH CAROLINA.

The Hon. C. H. Mebane, Superintendent of Public Instruction, prepared an earnest and valuable letter to the Legislature, asking increased appropriation for schools and important changes in the law for the betterment of the system. Friends of education, including the Presidents of the University and the Normal College, and the chief editors, labored actively for the accomplishment of the same beneficent ends. The Legislature, in response to these appeals, raised the school tax from eighteen to twenty cents on the hundred dollars' worth of property, appropriated \$25,000 for the University and \$24,500 for various colored schools and increased the amount for the Normal College from \$12,500 to \$25,000. The township was made the unit of the School system, with a Board of five men to control and manage. A County Supervisor was authorized, and a State Board of Examiners was empowered to prepare annual examinations for applicants for Life Certificates and to prepare a course of reading and study for the teachers. It is much to be regretted that, mainly because of the fear of misapplication of the funds, very few townships voted the local tax which the Legislature authorized and sought by supplemental aid to encourage. An appended letter from Dr. McIver will furnish a most cheering account of the State Normal and Industrial College, one of the most useful institutions of its kind in the South, and in the founding of which the Peabody Education Fund was one of the chief instruments. Senator Butler writes: —

"North Carolina's chief source of power, wealth, and greatness lies dormant in the young manhood and womanhood of the State,

and a failure on our part to provide suitable means of education for the boys and girls of our State is not only a shameful neglect of duty but makes us guilty of a crime.

"Our people must have better public schools. The only way to have better public schools is by local taxation. It must come. The fight has only just begun. The politician who would condemn the children of the State to continued ignorance for party advantage is an enemy of the State. He must be exposed and his power for harm broken."

ARKANSAS.

For the year 1896, total taxes collected from white citizens, \$2,635,366.45; from colored, \$113,120.00. Poll taxes paid by white, \$157,986.00; by colored, \$40,298.00. This State is a striking illustration of the benefits to the cause of public education from an able and enthusiastic superintendent. The Hon. Junius Jordan, LL. D., by his active and intelligent efforts, has infused new life into the school system. The Legislature recognized the worth of public instruction by raising the salaries of superintendent and deputy, furnishing additional clerical force, and passing several measures increasing the general efficiency of the system.

"The Peabody appropriation has been spent in supplementing the appropriation by the Legislature for the establishment of a Normal in each of the seventy-five counties of the State. In one half of the counties, the attendance was so encouraging that the sessions were extended five and six weeks. Owing to the large number of teachers that were in attendance, it became necessary in all these instances to employ from two to three assistants. This I did with the aid of your fund.

"The result shows that we had 5,225 white teachers enrolled in the State, 5,148 were in attendance at the Normals, and there are three counties to hold their Normals in September and October. This is the largest percentage that has ever been secured in the State, and when we think that

the majority of these have had the benefit of from one to one and a half months of Normal training for the three years past, the results are most gratifying. Never before in our history have there been such enthusiasm and moving forward of the militant spirit of education. One hundred per cent of the teachers of the State and those classed as teachers will have been enrolled in the Normals by the close of the month of October, and all have received competent instruction in primary and secondary work.

"By Peabody aid I have increased the number of colored Normals from 26 in 1896, to 33 in 1897, and there is a three months' Normal for the colored teachers of eastern Arkansas yet to be held. The records of the colored Normals show that out of an enrolled teaching force of 1,448 in 1896, we have had at the colored Normals 1,926 teachers. These have been under competent instructors, supervised by myself in person, and the good that has been accomplished is inestimable. Not only have the strength and usefulness of the colored teachers been improved by presenting to and requiring of them the knowledge and use of better methods and systematic study, but there has also been produced a better and higher grade of good feeling between the citizens of both races. Each colored Normal of the 33 was daily attended by many of our best white citizens, who gathered to see the work and to encourage the colored man in his efforts to reach higher standards of effectiveness in scholarship and in manhood. When we consider that the registered school-teaching force in the State was 6,673 in 1896, black and white, and that the number attending the Normals this year was 7,074, the question arises, what caused the large increase in membership at the Normals? It can truthfully be answered that it was due to the invigorating effect of the county Normal system for the past three years, aided and assisted so generously by your benevolent agency.

"The summary of the work is as follows : The Legislature

of 1897 continued for two years the appropriation of ten thousand dollars per annum for the support of county Normals for the white and colored teachers. Seventy-five schools for white and thirty-three for colored teachers were organized and conducted during the spring and summer. Of the thirty-three colored Normals, the Peabody Fund was used in the support of twenty, at which 1,203 teachers received from four to five weeks' instruction in practical methods of teaching. Their gratitude was manifested by the eagerness and zeal with which they enjoyed the work, and by their copious resolutions thanking the Trustees for the good done them. It is now conceded that the county Normal system has reached and benefited over 95 per cent of the regular active teachers in the common schools. Healthful instruction has reached that class of teachers who, by reason of their three months' term and short wages, were unable to attend regularly organized Normal institutes elsewhere. It has also given them a systematic course of study and improvement. It has taught the good teacher how to teach better, and the poor teacher how to improve himself and teach well. It has given method and grading in common-school work, and established a uniform course of study, instruction, and teaching, when before all was confusion and heterogeneity in purpose and in action. It is my belief that the great upward movement to higher life and force in education, in the common schools of the South, was due to the benign purpose and generous aid furnished originally by the Peabody Fund. But for that help in time of need there would have been no healthful awakening of the public sentiment to a realization of the importance of trained workers in our schools and a higher educational development in the pupils. With the gradual improvement of teachers came the growth of sympathetic action on the part of the voter, and State legislatures were warmed into progressive activities. To estimate rightly the intrinsic value that the Peabody Fund has been to the school inter-

ests in the South, is to compare our condition now with what it might have been had there been no such a philanthropist as Mr. Peabody. With new and stronger lives and activities in teachers, came new ambitions and generous rivalries among schools and pupils. Teachers were inspired in their efforts to attain higher conditions of power. Then followed improved schools, brighter children, more attentive patrons, and an increasing recognition of the value and importance of educational advancement. We now have improved organization in schools, and, in all school interests, system where there was confusion, order where there was chaos, interest where there was indifference, sentiment where there was opinion, and activity where there was passivity. We have stronger personalities in the teachers and a more noticeable interest and ardor on the part of the pupils. In addition, productive brains are being more enriched by systematic reading and study. There is also a marked tendency towards the acquisition of libraries, and the time is not far distant when a well chosen library will be in every grammar school in the State. The healthy condition of public sentiment has been realized by an increased activity on the part of our legislatures, and no surer indication is manifested than by the appropriation for normal schools and the passage of a law levying the tax to pay the four hundred thousand dollars' interest on our permanent school debt. This payment will be in instalments of fifty thousand dollars per annum for ten years.

"In the analysis of the situation, these good results are largely and primarily due to the steady and unfailing power infused into our educational world by the great philanthropist, Mr. George Peabody. His blessing came to the South at the time of her greatest need, and we gladly accord to him and his agents the full measure of praise. His thought has engendered thought, his faith has inspired faith, and the gathering richness of years of useful expenditure is greeting us with bounding life and matchless results.

These blessings have come to 80 per cent of the teachers and $87\frac{1}{2}$ per cent of the children who live, study, and work in the rural schools. The solution of the rural-school problem we know lies in the efficiency of the teachers, and the Peabody Fund was the first agency established for their improvement. Arkansas has responded to the action of Mr. Peabody, and the teachers, who have so long been financially unable to help themselves, have had opportunities presented to them, and gladly have they availed themselves of the blessing. Should the donations be centralized in the future, the country schools must suffer a paralyzing influence. The greatest good to the greatest number is being accomplished by the present system, and should the trust be discontinued and made into endowments of central institutions in State and elsewhere, then the majority of the teachers and pupils in the South will be deprived of the blessings they are now receiving. States, too, would to some extent be inclined to centralize their appropriations, and thus the well conditioned and already prosperous teacher would secure the results, while his more unfavored brother in the country would become the victim of indifference and discontent, and $87\frac{1}{2}$ per cent of the children suffer from this impoverishment. Save the country from such discouraging and dangerous conditions. Continue the trust in the future as in the past along the same lines, and the sunlight of education will soon flood the valleys and illumine the hilltops of the country at large.

"In behalf of the State of Arkansas, and in accordance with the expressed wish of its seven thousand teachers, white and colored, I thank you as the general agent and the Trustees themselves for their ever wise, liberal, and timely aid in behalf of the school children of our State."

VIRGINIA.

The Report of the Hon. John E. Massey, the Superintendent of the Department of Public Instruction, is so

comprehensive and of such general interest that too much abridgment would be inexcusable: —

"The scholarships in the Peabody Normal College, eighteen in number, are eagerly sought and highly valued. I shall again request superintendents and teachers to bring the scholarships to the attention of promising young men and women. Again, I must regret that so many of our graduates of the College find greater encouragement in other States. I shall continue to urge local school boards not only to give them preference, but also to offer them compensation commensurate with their professional ability. Virginia *needs* the Peabody graduates. Permit me, here, to congratulate the Trust upon the splendid achievements of the Peabody Fund at Nashville.

"The efficiency of the State Female Normal School at Farmville has been much increased by the establishment of a department of French and German, and the erection of a Science Hall containing ample chemical, physical, and biological laboratories. Other improvements, for which the Legislature made appropriations, are in progress. Superintendents throughout the State bear willing testimony to the efficiency of the graduates of this school.

"Since the establishment of the State Male Normal School, in connection with the College of William and Mary, the pedagogical department has been in charge of a distinguished graduate of the Peabody Normal College. The Model School is doing excellent work. A number of the graduates are filling principalships in the public schools — introducing modern methods of teaching, and supervising and directing the work of less favored associates.

In the words of General Armstrong, the growth of the Hampton Normal and Agricultural Institute is 'intensive rather than extensive.' Instead of increasing the number of students, an effort has been made to obtain better student material and make the training of that material more systematic and scientific. Out of more than seven hundred colored applicants at the beginning of the school term, only one hundred and eighty were received. Including the pupils in the Whittier primary school, the number in attendance was 950, representing thirty States and territories. In the Institute proper there were 492 negroes — 305 males and 187 females — and 138 Indians. Hampton will soon have a very

complete system of instruction in manual training, trades, and agriculture. Dr. Frissell reports: 'It is not too much to say that the past year has never been surpassed for honest work. The members of the class which graduated this spring are equipped as no other class has been for helpful work among their people. The advanced requirement for admission to the trades is having its effect upon the sentiment of the whole school. The industries have been dignified.' The academic course is now preparatory to the normal, trade, and agricultural courses. 'This year an academic diploma was granted to those who finished the three years' course, but, in order to obtain teachers' certificates, they will be required to take a year in the advanced normal course. The Hampton Institute is a great blessing to the colored race, and is slowly but surely solving several difficult problems.

"The primary object of The Virginia Normal and Collegiate Institute is to train colored teachers, male and female, for the public schools. Of the 248 graduates since 1886, 174 are teaching with success in public schools.

"The attendance of students was 310, representing 76 counties and cities of the State. Two hundred and thirty-five were normal students.

"The faculty and officers are colored. They deserve commendation for the manner in which the school is conducted. President Johnson has displayed excellent ability and good sense in directing affairs.

"The Summer Normal Schools were arranged early in the year, and the graded course of instruction was continued. Two courses, the junior and the senior, were offered, and the division was made on the basis of attainment and experience. A course of pedagogical reading was prescribed in connection with the course of study. More than ordinary care was taken in selecting instructors, and an effort was made to engage specialists in the respective departments. The ninth session of the School of Methods, conducted by Superintendent Glass, during four weeks, had a broader and more liberal course of instruction than was pursued at the other Normals, and its influence in inspiring teachers with higher ideals was very manifest. Teachers were present from sixty-eight counties and ten cities of the State. Manual training was introduced in the School of Methods for the first time last year, at *your* suggestion. Much

interest was taken in it from the beginning, but we were not prepared for the large crowds that thronged to this work from early morning to a late hour in the afternoon. Teachers felt that here was something new that would add to the interest and strength of their schools. The day cannot be far off when Virginia cities certainly will align themselves with others in this important work. Three Normals were held, with excellent results, for the benefit of the colored teachers. A class of the most intelligent, fifty-six in number, was organized in charge of the white instructors of the School of Methods, who, with cheerful readiness, gave to it an extra period each day. The total enrolment at the six schools was 939 white and 602 colored teachers, and I doubt whether any other class of workers ever made greater sacrifices than these did in attending the Normals. The State contributed \$2,500 and the Peabody Fund \$1,500, but the *teachers* gave several times the aggregate of these sums for the privilege of rendering better service to their State.

"History will show that Virginia has made more progress in education during the past quarter-century than in all other affairs of State. The next quarter must be studied for results. The statistics alone show remarkable growth in the State's educational operations. In 1872, 3,695 schools were conducted by 3,853 teachers; 166,377 pupils were enrolled; school property was valued at \$387,672; the annual school revenues amounted to \$816,812.02; not a dollar was invested in normal schools; there was no system of examining and licensing teachers; no public high schools; few schoolhouses were adapted to their purposes; school apparatus and appliances were almost unknown; public sentiment was strongly antagonistic. Contrast the system of 1872 with that of to-day: 8,384 schools employing 8,417 teachers; 362,133 pupils enrolled; 11,876 studying the higher branches; 6,977 schoolhouses in use, 4,684 of which are supplied with good furniture; \$3,070,000 invested in school property; \$1,833,760 annual revenue, of which the State raises \$980,485; \$1,393,534 expended for teachers' wages; average duration of the school term, 5.95 months; and \$170,000 invested in 'permanent improvements.' Furthermore, the annual State appropriation for normal schools (not included in the foregoing) now amounts to

\$47,500. This does not include cost of buildings and equipment, estimated at \$200,000.

"What part has the Peabody Fund played in the development of Virginia's school system? In the earlier years of the system, the Fund aided in organizing graded schools, and thus formed the nucleus of the present State system. In recent years, normal schools and other agencies for teacher-training have been the instrumentalities selected by the trustees. Evidence is direct that we are indebted to the munificence of George Peabody for the establishment of our normal schools and our system of summer institutes. We may also trace to the same source every other progressive movement inaugurated for the betterment of our schools. Its indirect influence in shaping public sentiment, in quickening the pulse of educational activity, in building up the schools — who can estimate it? Indeed, the achievements of the Trust seem to be almost incredible. It has been, and is, in truth, a light to guide the Southern States. Never controlling, but ever suggesting, inspiring, helping, this remarkable gift has accomplished results far beyond the expectations of its far-seeing founder. While it is understood that the General Agent shapes, in part, the policy of the Trust, and is therefore largely responsible for results, his personal efforts constitute, in my opinion, one of the most valuable, indeed, indispensable factors in our educational life."

LOUISIANA.

The Hon. J. V. Calhoun, State Superintendent of Public Education, deserves special mention for the successful manner in which he is administering the duties of his great office. To his practical acquaintance with school methods, his energy, his deep interest in the cause of popular education, his faculty of enlisting helpful co-operation, the State is indebted for a year's work, excellent in its immediate results and for the prophecy of better things in the future. The State has been also fortunate in having as a State Institute Conductor Prof. R. L. Himes of the Normal School, whose report of the summer's work is a full exposition of the three classes of Institutes — the local

parish, and one week Institutes, and the summer Normals. Their aims are sustained effort at professional advancement, solution of school problems, and the engagement of the active support of patrons. The lectures and conferences sought to give profitable lessons in school economy and management, and to develop an ambition to become the best teachers possible. Schools will improve in proportion to the wise efforts of the teachers, and they should set up standards of excellence so that patrons will not be content with poor teachers. Connected with the summer Normals were practice schools, carefully organized and taught, and after five years of experience they are regarded as most valuable auxiliaries. Teachers' reading circles, on the basis for future work and continued progress, were established and cordially accepted by many teachers and parishes.

"Measured by attendance, the Institutes were the most successful ever held, and reached a larger number of teachers. In 1896, the attendance at the four Institutes, of one week's duration, and the four summer Normals, of four weeks each, was 778. Professor Himes states that in 1897 2,376 teachers have been taught on the subject of their work. Of these, 450 were colored and 1,926 white. Six thousand and five hundred persons were addressed upon educational topics. Five hundred circulars on how to organize and conduct local institutes were distributed among the 59 parishes. Nearly \$5,000, including \$2,691 appropriated by the parishes, were spent for this work. All classes of teachers, from the humblest of a rural school to the learned university professor, have joined enthusiastically in the work, and we may confidently look for commensurate results in our schools. The popular interest manifested, as shown by the appropriation of public money and the large attendance on public lectures, is proof of how well the Institute is beginning to be recognized as an important factor of progress. As to the nature of the work accomplished, the outlines of courses of study compare favorably with those of other States; and the *personnel* of the Faculties of Instruction is a guarantee of the effectiveness of the work done. The State Normal School Faculty was ably assisted by prominent teachers of each locality where Institutes

were held. At Baton Rouge the buildings and equipments of the State University were placed at the disposal of the teachers by President Boyd ; and I take this opportunity of making public acknowledgment of the able services of the professors who tendered, free of charge, instruction in their respective specialties of mathematics, botany, physics, and entomology. At Ruston, President Prescott, of the State Industrial School, extended the valuable use of the apparatus of his institution. Everywhere we met with hearty co-operation on the part of both the teachers and the people. In closing this general report upon the Institutes, I can only suggest that they be continued on the lines at present followed, and that the system be extended so as to widen the range of their influence."

Two years ago, with the concurrence and support of Shreveport, a colored Normal School was established there, the Faculty of the State Normal School kindly promising advice and supervision. The Institute conductor reports an average attendance of 130, the discipline and teaching satisfactory, and the school as already making itself felt by its good work and professional influence. Elementary agriculture and industrial training are soon to be introduced. The State Normal, under the experienced and able management of President B. C. Caldwell, is realizing the predictions of his predecessor, the Faculty remaining substantially as it was under President Boyd.

"Four hundred and twenty-three students were enrolled, the largest attendance in the history of the school, a gain of seventeen per cent over the preceding year. This is very gratifying, in view of the distressing crop failure in the northern part of the State. Two hundred and eighty-four students were in the normal course. The total expense of each of the 155 young ladies boarding in the Normal Club was about \$110, and of the young men, boarding in the town, about \$125 per session of eight months. Four parishes sent beneficiary students, paying all necessary expenses, on the condition that the aided student is to return after graduation and teach in the parish. The course of study remains unchanged, with an extension of laboratory work in the natural sciences. The

most distinctive part of the normal course has been the training work in the model schools. The practice school is indispensable in any scheme for the complete training of teachers, and no other feature of the course has so immediately and permanently affected the students, as they have been required to do in the practice school, in charge of a strong, capable teacher. The worst practice teaching I have ever seen in a Normal School was far better than the average teaching in the village and country schools. I beg to express to the Trustees the hearty appreciation of teachers and students of the aid so generously given, and their thanks to the General Agent for his personal visits and words of inspiration."

TENNESSEE.

Because of change of Superintendents, the Hon. Price Thomas has been in office but a few months. To his kindness I am indebted for the following statement. Nine white Institutes and four colored were held, with an attendance of 1,245 white and 832 colored teachers.

"Besides the Institutes supported by the State and Peabody funds, there have been held County Institutes in almost every county in the State for both white and colored teachers. In all these Institutes the attendance has been larger and more regular and the interest better than ever before. The law which requires that applicants for the position of County Superintendent shall stand examinations under the direction of the State Board of Education, has resulted in much good already. It has given us a much better class of superintendents, where most needed, and they are requiring that teachers shall be competent. As a result, teachers are anxious to attend the Institutes, and are doing good work. I am not willing to close this report without speaking of the grand work that is being done by the Peabody Normal College. All classes of the people of Tennessee appreciate what you and your Board have done for the educational interest of the State. We see the good results of this work every day and in almost every school in the State. Allow me to thank you and the Board in the name of all our people, and to hope that you may continue for many years in the noble work you are doing."

SOUTH CAROLINA.

The Winthrop Normal and Industrial College for Young Women, at Rock Hill, in location, buildings, cheap and healthful living, discipline, and teaching, is an honor to the State. The applicants for admission were double what could be accommodated. Four hundred and three students were enrolled in the College classes, and eighty-six in the practice school. The College is open to girls of sound physical health, and not under fifteen years of age. An experienced female physician is in charge of the infirmary. The scholarships, awarded on competitive examination, were increased by the last General Assembly to 124, each county being allowed the same number as it has representatives. All students are required to wear a uniform dress, to secure economy and promote equality of opportunity. There are twenty-five teachers, exclusive of the post-graduates, "men and women of the highest Christian character and purpose, and of the best professional training, working together ably and harmoniously for the common good. The courses of study are arranged in conformity with the purposes of the establishment of the College, to secure to pupils, besides the opportunities of high culture and a broad and liberal education, also training in the science and art of teaching and in those practical studies pertaining to the various departments of domestic, artistic, or commercial industry by which women may be qualified to become home-makers or bread-winners. While emphasizing the practical and useful in education, it is not the design or intention to neglect the æsthetic side."

Dr. L. M. Dunton, the efficient President of Claflin University, writes to the State Superintendent :--

"The year just closed has been in some respects one of the most successful in the history of the institution. Work in the English department has been so systematized and graded that the very best results are obtained, and students in the Normal, College

Preparatory, and College classes show the results of their good English training. The Normal department has been under the direction of Professor C. H. Sears, Ph.D., a graduate of the Westfield Normal School of Massachusetts, and also of Allegheny College. He has been assisted by graduates of normal schools. Special effort has been made to prepare teachers for the public schools of South Carolina. In addition to the regular course in theory and practice of teaching, a class was organized, numbering forty-three, to take up work similar to that pursued in the Institutes. Circulars were sent out to all colored teachers in the State offering them the advantages of this class, together with other advantages of the school, for three months free of charge. Quite a number embraced the opportunity. There were eleven graduates from this department last commencement—all were professors of religion. We propose to continue this as one of the main departments of instruction. We need in South Carolina a better class of colored teachers. I am pleased to know that you have been instrumental in raising to a higher standard the grade of fitness to teach in the public schools. I assure you that Claflin University will co-operate with you in all efforts to improve the schools by improving the teachers. We notice that no two schools agree in interpreting the word Normal in the classification of their students. We have in a strictly professional course thirty students; in the teachers' special class forty-three, and in the higher English, frequently classed as normal, fifty. Total, counting none twice, ninety. Special instruction is given in the Normal classes in vocal music. It is pretty well settled, we think, that schools that give considerable attention to singing are more easily governed, and make better progress. All students, including the Normal, are required to pursue courses of instruction in the Manual Training departments. I shall be glad to see the day when manual training shall be introduced into the high schools of South Carolina."

The Hon. W. D. Mayfield, State Superintendent, has held twenty-eight Institutes for white teachers, and twenty-six for colored, three strong faculties being selected for each race. "The interest on the part of the teachers has been more intense, the attendance larger, and the satisfac-

tion greater than ever before shown. The co-operation of the citizens has been all that we could wish for, and they have freely expressed their assurances of approval. Every feature of the work justifies your language, when you said: 'I feel that I can rely upon you to do the best work that has ever been done in the good old State of South Carolina.'" That ripe scholar and most successful teacher, Dr. Edward S. Joynes, who attended a number of the Institutes, bears this valuable testimony:—

"My tour of Institute work has been very interesting, profitable, and encouraging. I have found the teaching everywhere in charge of competent and experienced faculties. Besides the actual instruction, the contact of local teachers and communities with our picked instructors must have been of great service. Everywhere the Institutes have been well attended, not only by teachers but by the public. My own lectures have been delivered always before large, often crowded, audiences, of the most intelligent citizens. Since coming to this State, in 1880, I have every summer, with two exceptions, devoted more or less time to participation in Institute work. Never before have I seen as great interest, or so large attendance of both teachers and citizens, as during this summer. There is manifestly a great revival of education begun and progressing in our State; and this I regard as the most hopeful sign in our present condition. This revival is due, doubtless, to several causes: first to the continued and well-directed beneficence of the Peabody Board, aided now by additional State funds; in part, perhaps, to the increased interest of the people, in recent years, in all public affairs; in part also, to the enlarged provision in the new Constitution for the support of the common schools, and to the fact that suffrage must hereafter depend on educational qualification; but in part, surely, and largely, to the intelligent, zealous, and active work and influence of the Department of Education during your administration."

Mr. Mayfield continues:—

"The public schools have increased in number, length of session, enrolment of pupils, grade and qualification of teachers, as have

also the (now eighty-seven) graded schools in the State. Twenty years will soon have passed since I was first elected a school superintendent, the last eight being spent as State Superintendent. Each year has increased my experience and knowledge of school work, and I have seen more plainly, as the years rolled by and the work advanced, the great importance of equipping our schools with the very best teachers possible. Eternity only can gather the fruits of the labors and wisdom of the Trustees of the Peabody Education Fund."

MISSISSIPPI.

Prior to 1861 Mississippi was a wealthy State according to population. The war destroyed all values. Every industry was paralyzed and every source of revenue dried up. All the State institutions had fallen into decay. The entire system of education had to be reorganized, from the rural school to the university. All the machinery necessary to set a State system in motion had to be created and then vested with authority to carry forward the work required.

"The present population of Mississippi may be safely estimated at one and one half millions of people, about seven twelfths colored. Of this number 552,000 are children of school age; about sixty per cent are black. It takes an army of 10,000 teachers to supply the public and private schools of the State. Each school district must maintain a school for at least four months each year. The public school system of the State embraces the country schools, the town and city schools, the Agricultural and Mechanic Arts College at Starkville for boys and young men, the Industrial Institute at Columbus for girls and young women. Both these institutions are for the whites; for the blacks there is a similar college at Rodney, besides the State Normal School at Holly Springs. At Oxford is located the State University. The public schools are supplemented by private and normal schools, academies, and colleges.

"A double system of education, not only for the education of the children of the State, is maintained, but two systems of instruction for the training of the teachers are carried forward simultaneously. The two races are educated separately.

"The system of Institutes is one of the most unique in the whole country. The highest grade is called the Conductors' Training School; the second the Peabody Summer Schools, and the third, which is held by the conductors of the Training School, is the County Institute, held in all the counties of the State. The Conductors' Training School is composed of thirty-six distinguished educators of the State, appointed by the State Superintendent, Hon. A. A. Kincannon. He appointed and notified these gentlemen to meet at the State University, and receive instructions for two weeks as to the nature and extent of their work, and in the meantime to prepare a syllabus of study for the use of all the teachers attending the County Institutes. These men go forth by twos to the seventy-five counties of the State, spending a week in each county. The State Superintendent directs every movement from his office. They do all the Institute work for the whites and blacks. Two County Institutes are thus held in the same county at the same time. This system was set in motion in 1893, and has proven wonderfully efficient in systematizing this line of work, and in putting it into the hands of competent instructors, all of whom work for the accomplishment of definite results.

"The Peabody State Normal Schools are another series of summer institutes conducted on a magnificent scale. Five of these are held for the whites and four for the blacks. The first of these schools opened at the State University June 15. The length of the session is four weeks. They are conducted by able educators, and the list of subjects taught or reviewed is almost equal to a college course. The number who enrolled at the University the first week

was about 200, chiefly young ladies. The instruction in the main was advanced work in the languages, sciences, and mathematics. Four similar schools have been held for the colored teachers. No tuition fee is charged for attendance at any of these teachers' meetings."

The total enrolment at all the institutes will reach eight thousand, or eighty per cent of the teaching force of the State. This may be taken as an index of public sentiment throughout the State of Mississippi, as well as of the energy with which the work of lifting the State to a high educational plane is entered upon. The wide-awake Superintendent rejoices in the fact that the Institutes this year have eclipsed all preceding ones in attendance and service :—

"In my report to the Legislature, I shall take strong ground in favor of the establishment of a State Normal for white teachers (there is already one for the colored); and I beg now an address from you to the Legislature on this subject. Mississippi does not wish to encroach upon the rights of her sister States in any particular, but if the Trustees will deal as liberally with her as they did with Texas, I am confident the General Assembly can be induced to make suitable appropriation for a State Normal."

TEXAS.

The laborious Superintendent, the Hon. J. M. Carlisle, has an immense field, the magnitude and responsibilities of which are duly appreciated. He expresses, in strong terms, the gratitude of the people for the continued manifestation by the Trustees of their interest in the progress of the Schools. Eighty-two Institutes for white and colored teachers have been held, and six lecturers, experienced and competent, have been visiting, stimulating and instructing these associations of teachers. To reach some of the places, the lecturers had to travel from fifty to seventy miles by stage. The betterment of the rural schools is much advanced by these men, who, in addition to professional

instruction, deliver addresses to the people, explaining the condition of their schools and what needs to be done by the patrons. The Sam Houston Normal has done very satisfactory work, and our appropriation has greatly aided in securing and retaining capable teachers. "Last year was a hard one in Texas. Poor crops and other depressing influences prevented the matriculation of many students who confidently expected to enter the School. The outlook for the coming session is encouraging." The Legislature increased the appropriation about \$10,000, and 150 additional scholarship students will be appointed. The Principal did excellent work in connection with the Mississippi Institutes. He was elected President of the South Western University in Texas, and resisted urgent and tempting appeals, preferring, at a pecuniary sacrifice, to remain with the Normal, whose importance and value have steadily grown under his efficient administration. "We are doing much for the cause of sound learning in Texas, and helping to bring up the public schools. I am earnestly trying to keep in touch with them, and with all that is freshest and best in the educational world." Prairie View is a valuable factor in the uplifting of the colored people, and our small contribution is regarded with favor, as showing the sympathy of the Board with what the State is doing. The Department of Pedagogy in the University has been reorganized and strengthened by the appointment of W. S. Sutton of Houston, one of the most efficient Superintendents of City Schools in the South, and Dr. A. C. Ellis, a graduate of Clark University. Dr. Baldwin, so well known as teacher and author, is retained as emeritus Professor. "Cities, towns, and villages can levy a local school tax, not exceeding fifty cents on the hundred dollars valuation of property, and two hundred and twelve of these municipalities have assumed control of their schools independent of county management. Rural schools are not so favorably situated, but have made more than the

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ordinary progress. For the improvement of these Schools I have had the hearty co-operation of the Faculties of the University and the Sam Houston, and of the leading teachers in the State. The Legislature passed several laws which will materially benefit the public schools of the State. I desire to express to the Peabody Trustees our hearty gratitude for their valuable aid to the cause of popular education. Your direction of this Fund has made it do the greatest good possible, and in my judgment it would be unfortunate for the South to be deprived of that which you and the Trustees are doing in this section through this Fund."

Distribution of Income since October 1, 1896.

ALABAMA.

Florence Normal	\$1,900.00	
Troy "	1,600.00	
Montgomery "	1,500.00	
Tuskegee "	1,300.00	
Teachers' Institutes	1,000.00	
Birmingham	100.00	
	<hr/>	\$7,400.00

ARKANSAS.

Institutes	1,800.00
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FLORIDA.

Institutes	1,200.00
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GEORGIA.

Milledgeville Normal	\$3,000.00	
Athens "	900.00	
Barnesville	250.00	
Institutes	1,400.00	
	<hr/>	5,550.00

LOUISIANA.

Natchitoches Normal	\$3,000.00	
Shreveport Peabody School	500.00	
Institutes	1,300.00	
	<hr/>	4,800.00

MISSISSIPPI.

Institutes	3,000.00
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NORTH CAROLINA.

Greensboro Normal College	\$2,800.00
Colored Normals	2,400.00
Public Schools	600.00
	<hr/> 5,800.00

SOUTH CAROLINA.

Winthrop Normal College	\$3,000.00
Clafin University	2,000.00
Institutes	1,200.00
	<hr/> 6,200.00

TENNESSEE.

Institutes	1,200.00
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TEXAS.

Sam Houston Normal	\$2,500.00
Prairie View "	500.00
Institutes	1,500.00
	<hr/> 4,500.00

VIRGINIA.

Hampton Normal	\$2,100.00
Farmville "	1,200.00
Petersburg "	500.00
Institutes	1,500.00
	<hr/> 5,300.00

WEST VIRGINIA.

Normal Schools	\$300.00
Institutes	2,200.00
	<hr/> 2,500.00
A. D. Mayo	150.00

PEABODY NORMAL COLLEGE.

Salaries	\$14,100.00
Library	500.00
	<hr/> 14,600.00

SCHOLARSHIPS.

Alabama	\$1,426.06
Arkansas	2,007.95
Florida	1,077.70
Georgia	2,248.61
Louisiana	1,493.35
Mississippi	1,550.14
North Carolina	2,436.25
South Carolina	1,455.81
Tennessee	3,572.36
Texas	2,412.89
Virginia	2,277.00
West Virginia	1,609.57
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	23,567.69
Total	\$87,367.69

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Oct. 1, 1897.

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Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

A letter also from President PAYNE, addressed to the Board, was read, asking that he be given authority to employ an assistant for the purpose of relieving him somewhat from the work of teaching, whose term of service should begin at the opening of the year 1898-1899. After some discussion, this question was referred to the Executive Committee, who subsequently recommended that action in regard to it be postponed for one year ; and this recommendation was adopted.

Mr. MORGAN, the Treasurer, made his Report ; but as there have been during the year no material changes in the investments, it is not here given.

Mr. MORGAN's account was referred to Mr. HENRY and Judge FENNER as an Auditing Committee ; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Dr. Green, it was —

Voted, That the investments of capital belonging to the Trust made during the past year by the Treasurer, with the approval of the Finance Committee, be ratified and confirmed.

In behalf of the Committee appointed two years ago to consider the expediency of publishing Dr. CURRY's account of the Peabody Education Fund, Mr. HENRY reported that it was very desirable that

this work should be printed and distributed freely throughout the land ; whereupon Dr. CURRY was authorized to publish the account.

✓ see account
published

The Standing Committees were then appointed as follows : —

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, Hon. JAMES D. PORTER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. GROVER CLEVELAND, Hon. WILLIAM WIRT HENRY, Hon. JOSEPH H. CHOATE, Hon. GEORGE PEABODY WETMORE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct, and properly vouched ; which report was accepted.

Bishop WHIPPLE made a motion that the sum of \$500 — if in the judgment of the Executive Committee it is practicable — be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. Green it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

On motion of Governor Porter, it was voted that Bishop WHIPPLE and Mr. COURTENAY be a Committee to visit the Peabody Normal College at Nashville, and that they should report at the next Annual Meeting.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary.

It was also voted that the next meeting of the Trustees be held in New York, on the first Tuesday of October, 1898, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

APPENDIX A.

To HON. J. L. M. CURRY, General Agent of the Peabody Education Fund:

My tenth annual report as President of the Peabody Normal College is herewith respectfully presented.

At intervals during the past year you have called my attention to one or two questions of administration, or of general policy, and to these I promised to give my careful attention. The principal of these questions is the present mode of selecting scholarship students, which permits the President to nominate for appointment students who have been in College for one or more years at their own expense, and have made a creditable record for scholarship and deportment. Ever since this system was adopted a few of the State Superintendents have objected, on various grounds, to this alleged interference with their prerogatives. In some instances these objections have been somewhat offensive both in tone and form, but this fault is no doubt to be attributed to a fervent zeal for the public welfare. Indeed, it will go far towards reaching a common understanding on this question to assume that the General Agent, the State Superintendents, and the President, have but one aim, — a mode of selection which will give to the College the best prepared students, and thus to the several States the best prepared teachers. As far as I am concerned, the one duty that I would most willingly excuse myself from is that of nominating students for scholarship appointments.

Another fact to be observed is this : —

In settling the policy of a growing school the mode of procedure must often be tentative, in some sort experimental. It is not to be assumed that the present mode of selecting scholarship students is the best or the final one. All that I am able to affirm is that from my present point of view the present plan seems to

me the best one that has yet been devised. More than this I cannot affirm.

The objections that have been made to the nomination of students for scholarships by the College, are as follows :—

1. It is held that such nominations interfere with the selection of students by competitive examination.

To be worthy of the name, a competitive examination should have three virtues: (1) it should furnish the same examination questions to all candidates; (2) competitors should write their papers under the same conditions of fairness; and (3) these papers should be valued by uniform standards. A moment's reflection will show that only one of these conditions can be fulfilled in an examination that covers such an immense area as that of the twelve scholarship States. The examination questions are identical for all competitors; but there is every possibility of interfering with the second condition, as experience has only too abundantly shown; while any valid uniformity in the valuation of papers is a simple impossibility, since there will be as many standards as there are examiners. From a careful study of this process and its results, for a period of nine years, I am prepared to express the belief that our system of so-called competitive examination is so faulty that it does not serve the purpose for which it was intended.

2. It is urged, as another objection, that nominations from the College result in what may be called "bunching," that is, in favoring certain localities or families with scholarship appointments, instead of making a wider distribution of these favors. Localities and families that have a live interest in literary and educational affairs will have the enterprise to send representatives to the College, who will thus enjoy the precedence that is offered to students who maintain themselves for one or more years at their own expense; and so it has happened, in a few instances, that the same town, and even the same family, has had more than one representative in the College; but the worst cases of this kind that have ever occurred have been in States where, at the time, our system of competitive examination was in full force, when there was not the slightest interference by the College; so that if this "bunching" be a fault, which I think is at least a debatable

question, it is a fault of administration, a fault that is liable to occur under any system, and especially liable to happen under a strict system of competitive examination where nothing but merit counts.

3. Again, it is said that this plan favors the rich instead of the poor, it being assumed that only parents who are well-to-do will send their children to the College without scholarship aid. In the State from which this complaint comes I have taken pains to ascertain the financial condition of the families whose children received scholarship appointments at the close of the last year, and I find the real fact to be that these children were maintained in the College at the cost of great personal sacrifice, — that their parents belong to the indigent rather than to the well-to-do class. I know of no exception to this rule. Our pupils are the children of the people, and they belong so generally to that class who have their own way to make in the world that I have seen no excuse for making special inquiries into their financial condition.

Having stated the objections that have been made to the practice of nominating students from the College, I may be allowed to state the other side of the case, basing my conclusions on what I have observed since this plan went into effect in 1891.

1. *The best students we have come from the States where the scholarship appointments are made from nominations made at the College; while the poorest students we have come from States where competitive examination is in full force.*

This result might be predicted on *à priori* grounds. The pluck and energy that bring students to the College unassisted are cardinal qualities in their favor; they are subject to a genuine competitive examination lasting eight months instead of two days, an examination by experts, bringing to the light, not only scholarship, but manners, habits, and moral qualities, — everything, in fact which constitutes fitness or unfitness for the teaching office; and as such students are on trial during the whole College year they have every motive for making the very best use of all their opportunities.

2. A result of this mode of selection is a considerable extension of the average period of residence, and therefore a decided rise in the literary and professional attainments of our graduates. Before

this plan went into effect, with only here and there an exception, scholarship students remained in College only two years, just long enough to receive the L. I. degree ; but now, many of the students who receive their scholarships after one year's residence remain in College, some two, and some three years longer, and thus fortify themselves with broader and deeper attainments. This simple measure thus gives to many students a university training and a university or professional degree ; and to abandon this mode of selection would be a relapse, partial or entire, into a school of the secondary grade, with only a smattering of professional instruction. To make these statements clear, it must be kept in mind that the students whom the President nominates for appointment have already passed an entrance examination fully equivalent to that which is required by the competitive examination held by the State Superintendents, and have completed the first year of the scholarship course. It stands to reason that students of such spirit and worth would be the objects of the special regard and pride of the State Superintendents ; but this is so far from being true that they are often regarded with disfavor, and as inferior to those who stay at home waiting for "a chance at the Peabody Fund." If there is any difference in worth and merit, it is certainly in favor of the student who has been willing to have his worthiness of scholarship aid tested by a year of competitive trial in the classrooms of the College. It is safe to say that nothing has contributed so much towards raising this institution from the condition of a high school to that of a college as the simple piece of legislation which puts a premium on enterprise and fidelity, and confers a two years' scholarship on students who have already done one year's approved work ; and I submit that in view of such facts we should be very circumspect as to any radical change in our scholarship policy. It is not to be doubted that the State Superintendents would prefer to manage the distribution of these gifts in their own way, but the history of the College shows that this patronage, on the whole, has not been used in such a way as to promote the best interests of the school. The fact that my predecessor found it necessary to re-examine the scholarship students sent to him by the State Superintendents points to the conclusion that their mode of selection was not satisfactory. In

conclusion I venture to say that there would be but little room for misunderstanding if it could be kept firmly in mind that these scholarships are free gifts from the Peabody Board of Trust, that the terms of their bestowal pertain rightfully to their donors, and that a mode of selection which is the best for the College must by implication also be best for the States participating in these benefactions.

My attention has been called to the fact that there is a disposition in some quarters to call in question the right of Tennessee to thirty-three scholarships, or, rather, to seven scholarships more than her regular quota. This criticism is no doubt due to a lack of information. When the redistribution of scholarships was made, Tennessee's quota was twenty-six. At that time the State was paying ten thousand dollars a year towards the support of the College; but a larger sum being needed to supplement the appropriation made by the Peabody Board of Trust, the General Assembly raised the annual grant to fifteen thousand dollars on the express condition that the Peabody Board should increase the number of scholarships to thirty-three. The case is even stronger now, as the annual appropriation made by the General Assembly is twenty thousand dollars. When it is recollected that of the twelve scholarship States, Tennessee is the only one that contributes a farthing to the support of the Peabody Normal College, it must be admitted that she had a clear right, not only to the seven extra scholarships, but also to her large representation of students. The total running expenses of the College for the past year were \$43,169.56, and of this amount Tennessee paid \$20,141.72, very near one half. On what principle of equity she should be denied the enjoyment of a proportionate part of the privileges of the College is not at all clear. The case is still stronger when the fact is taken into account that Tennessee through the Trustees of the University of Nashville, contributes to the College the use of property worth \$200,000.00.

The question has been raised whether the graduates of the Normal College observe the pledge they have made to teach, with reasonable fidelity. I suppose that a fair answer to this question

is this: A few, but relatively a very small number, without valid excuse, are false to the pledge they have made; a considerable number teach for two years, thus fulfilling the letter rather than the spirit of their pledge; and the larger number are devoting themselves to the profession of teaching, honestly and fully complying with the spirit of their pledge.

In the main, I suppose this represents the state of things in every normal school in the country, though it is probable that in the North, where the professional spirit has been more fully developed, and where the teacher's wage is higher, the number of graduates who follow the vocation of teaching is larger than in the South, where this spirit is in process of formation, and where, in many cases, salaries are pitifully small and often uncertain. Young men often complain that when they return to their native State, after an absence of two or three years, they receive little or no encouragement or aid in the way of securing employment; and it not infrequently happens in such cases that they either drift to States where their services are welcomed and salaries are fair, or they drop into other employments that offer a fair means of securing a livelihood. Ideally and abstractly considered, this course is wrong, but unless the professional spirit is very high, men will abandon a profession that does not yield a decent livelihood. In the South, what I have called the professional spirit is still in process of formation, and this College, in common with other schools of its class, is year by year creating a better state of things in this respect; and as the work goes on it will be found that fewer and fewer graduates will abandon the work for which they have been educated. But the immediate cause which drives so many teachers from their profession is the meagre remuneration which they receive; and it will be found that as wages advance there will be a growing permanence in the teacher's vocation.

During the late session of the General Assembly the College was inspected by the joint Committee on Education, and their report, full and discriminating, was all that the friends of the institution could desire. The status and needs of the College were afterwards discussed freely and fully, and when the final vote was taken on the question of annual appropriation of twenty thousand dollars, the measure was carried unanimously in the Senate, and with but one dissenting voice in the House.

Since my last report some changes have been made in the organization of the State Board of Education. The term of Dr. William P. Jones expired by limitation, and Governor Taylor appointed State Superintendent S. G. Gilbreath as his successor. During the entire history of the College, Dr. Jones has been its devoted and uncompromising friend, either as a representative in the General Assembly, or as a member of the State Board, and in both capacities his eminent services and his fidelity to a great public trust deserve grateful recognition. Professor Frank Goodman, for many years the Secretary of the Board, declined to be a candidate for re-election, and Mr. W. S. Watts was selected in his place.

At the same meeting the Board established a normal department in Hiawasee College, electing Hon. S. G. Gilbreath as the Principal, and Hon. Frank M. Smith as Assistant. At a subsequent meeting a course of study was adopted which, when completed, entitles the student to a life license to teach.

Towards the close of the year, at the suggestion of Hon. James H. Bate, member of the Joint Legislative Committee on Education, the students of the College formed a Peabody Memorial Association for the purpose of raising funds with which to erect a statue of George Peabody. There is marked interest in this movement, both within and without the College, and it promises to result in a fitting monument to the memory of our great benefactor.

I am glad to make mention of the signal prosperity of the Winthrop Model School, not alone in members, but in efficiency and in practical utility to the College. Its course of instruction has been extended from year to year until it now covers eleven grades of public school work. The number of students enrolled the past year was two hundred and fifty-one, and its teaching force consists of a principal and four assistants. I term this a model school, not in any invidious sense, but as a school whose organization and methods are to be studied by our students, and which they may safely reproduce in whole or in part when they enter on the practice of their profession. It serves a purpose exactly similar to the purpose of the Clinic in medical education, where students observe the work done by experts in their profession.

In this connection I desire to call attention again to the professional aspect of our course of instruction. From the importance which I attach to scholarship in the education of teachers, it is easy to jump to the conclusion that our course of study is merely literary. So far is this from being true that it is difficult, if not impossible, to find in the whole country an institution for the education of teachers whose course of purely professional study is so extended, or of such high grade. It covers a period of four years, and presents in sharp outline the three phases of educational study, the practical, the scientific, and the historical. In order to escape the narrowing and hardening effects which usually follow the study of method, our aim is to make professional study a course in liberal learning, on a par, in this respect, with history and literature. We proceed on the hypothesis that teachers are to be educated rather than trained, or educated first, and then trained,—that they are to be something as the condition of doing something. There is no doubt that one effect of normal-school training has been to mechanize instruction, and to this extent its effects have been unwholesome. There is no vocation in which versatility, freedom, and breadth are so necessary as in real teaching; and when these qualities are allied with learning, general and professional, method in the main will take care of itself.

At our annual Commencement on May 26, 1897, one hundred and twenty-seven degrees were conferred as follows: Licentiate of Instruction, one hundred and six; Bachelor of Letters, two; Bachelor of Science, five; Bachelor of Arts, twenty; Master of Arts, one.

I append the usual statistical table showing the enrolment by States and countries for the year just closed.

Your obedient servant,

WILLIAM H. PAYNE,
President.

NASHVILLE, TENN.

Aug. 7, 1897.

Alabama, 28; Arkansas, 17; California, 1; District of Columbia, 1; Florida, 12; Georgia, 35; Indiana, 1; Japan, 1; Kentucky, 7; Louisiana, 16; Michigan, 1; Mississippi, 31; North Carolina, 24; South Carolina, 18; Tennessee, 277; Texas, 40; Virginia, 19; West Virginia, 15. Total, 544.

APPENDIX B.

THE STATE NORMAL AND INDUSTRIAL COLLEGE,
Greensboro, N. C., Aug. 20, 1897.

HON. J. L. M. CURRY :

SIR, — The North Carolina Normal and Industrial College is five years old. It is supported principally by an annual appropriation by the State. Its tuition fees amount to about \$5,000 a year, and this amount has been supplemented each year by aid from the Peabody Fund. The General Assembly of 1891 established this institution, under the name of The State Normal and Industrial School, with an annual appropriation of \$10,000. The Legislature was urged to establish the institution by a committee appointed by the North Carolina Teachers' Assembly, consisting of representative educators of the State, and of which committee the writer had the honor to be chairman. The organizations of the King's Daughters and the Woman's Christian Temperance Union also petitioned for the establishment of an industrial school for girls. The General Agent of the Peabody Fund appeared before the Legislature and made a powerful and effective address, insisting upon the establishment of a high grade normal college. The late Hon. S. M. Finger, then State Superintendent of Public Instruction, used all his personal and official influence in behalf of the measure. At the State meeting of the Farmers' Alliance in 1890, resolutions were adopted advocating an appropriation to aid in the higher education of women, on the principle that the State had been aiding for a century the higher education of men. The result of these influences was the establishment of an institution, with the following section defining its duties: "The objects of this institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in

drawing, telegraphy, typewriting, stenography, and such industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach, upon such conditions as may be prescribed by the Board of Directors."

The City of Greensboro donated ten acres of land and \$30,000 to secure the location of the institution. The Board of Directors have since gradually added to the original buildings, and have secured by purchase 116 acres of land adjoining the original site. The college now uses six buildings. It has twenty-eight rooms used for offices and recitations, and has accommodation for 350 boarders in its dormitories. The institution having grown steadily in public favor, its State appropriation has increased at each biennial session of the General Assembly, until it now has a permanent annual appropriation of \$25,000. Permit me to say that this increase in appropriation has been due, in a considerable measure, to the confidence the Peabody Board has shown in its management, and especially due to the earnest support given the institution in numerous addresses before the Legislature delivered by the General Agent of the Peabody Fund, at whose suggestion the name was changed, in February, 1897, from The Normal and Industrial School to The State Normal and Industrial College. The College does not confer degrees, but its diploma is a life-license to teach in the public schools of North Carolina. It has a faculty of twenty-five instructors, young and vigorous men and women, who have fitted themselves for their special lines of work by study in the best universities and colleges in this country and in Europe. The average enrolment of students for the past four years has been more than 400, representing all of the ninety-six counties in the State except three. Its enrolment of regular students has been larger than that of any other educational institution in the history of the State. The total number of matriculates for the five years is about 1200, more than seventy-five of whom were graduates of colleges for women. The average age of the students has been more than nineteen years. The total number of students holding the diploma of The State Normal and Industrial College is ninety-one, but of course many students do not remain at the institution for the four-year course, and a large number of former students

who did not graduate are teaching in the public and private schools of the State.

The work of the college is divided into three departments. A student may take a course in Domestic Science, or in the Commercial Department, or she may take one of the three regular courses in the Normal Department, embracing a period of four years. Ninety per cent of the students take work in the Normal Department. This department gives instruction in scholarship and in Pedagogics. The course in Pedagogics is such as is found in the best normal colleges.

The Practice and Observation School consists of about 150 children, in eight grades. It is a part of the public school system of Greensboro, and is supported by the city and the College. It is situated just at the corporate limits, and is the public school of a district just beyond the city limits. In this school the most advanced students of the College are required to do teaching under the direction and criticism of the head of the department of Pedagogics and the supervising teachers. Less advanced students are admitted as observers of the work done by the student-teachers and the supervising teachers. No student can receive a diploma from the institution who has not had at least one year of practice teaching for a certain period of each day. The ideal arrangement would be a practice school, pure and simple, taught by the student-teachers under proper supervision, and a separate school for observation, taught solely by experts. I hope that this institution may at some future day have both schools, but finding it necessary to have only one, I do not consider that there is any comparison between the advantages to be obtained in a practice school and in an observation school. It seems to me that the relation between a practice school and an observation school is the same as the relation between a chemistry laboratory where the instructor makes all the experiments, and another laboratory where the experiments are made by the students themselves.

In addition to the work done at the institution, the teachers of the State, where it is not practicable for them to leave their homes, are taught by correspondence conducted by the department of Pedagogics. Another important feature of the College is that its faculty is required to hold educational institutes in various portions

of the State during a part of the summer vacation. I regard this work as particularly important, because, while it enables the faculty of the institution to do valuable service for the State's educational system, it at the same time keeps the faculty well informed as to what are the practical needs of the people in their public schools. This institute work is frequently of as great value to the colored race as it is to the white race.

With the highest appreciation of the substantial help given to this institution by the Peabody Trustees, and hoping that we may continue to have occasional visits from yourself and other representatives of the Board, I have the honor to be

Yours very truly,

CHARLES D. McIVER,
President.

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APPENDIX C.

SUBSTANCE OF AN ADDRESS MADE BY HON. J. L.
M. CURRY, LL.D., BEFORE THE LEGISLATURES OF
ARKANSAS AND FLORIDA, 1897.

Kossuth, during his triumphal journey through our country, summed up the result of his observations, and ascribed the greatness and glory of America, her commercial, agricultural, and other physical achievements, as well as her political power and successes, to her educational institutions, and the provisions made, in the early days of the Republic, for the support and spread of primary school education.

An intelligent English School Inspector, appointed to visit America and report on our educational systems, says: "The contrast between the English and the American is that in the most progressive States of America *the people believe in education* and are willing to make sacrifices for the sake of their creed." This, I fear, is too flattering a characteristic. Something more practical and earnest is needed than mere indifferent assent. There must be an intelligent, sustaining public opinion, something more than neutrality or apathy, something active, enthusiastic, enlisting the interest, the confidence of the people, and demanding of their representatives efficient legislation. Unless the people, the voters, the tax-payers, are committed thoroughly, religiously, as a predominating sentiment, to a broad educational policy, to a State-established, State-controlled, State-supported system of free, universal education, they are in danger of assuming an unfriendly or hostile attitude, under the influence of ignorance or prejudice, whenever the slightest provocation arises. Discontent should show itself, not in weakening or tearing down, but in making

stronger and better. Education is never duly appreciated. The argument, familiar and trite as it may be, needs to be continually restated and enforced. There is no community in which the importance of education is overestimated. Unfortunately, there are many communities in which education is held to be the least important of public interests. It is left to the law of supply and demand, but ignorance never feels its needs. Among the majority of mankind there is no demand for intellectual or religious enlightenment. To understand the value of education, a man must have been previously educated. In so far as the judgment of the Inspector is right, it is due largely to the Democratic character of our institutions, where there is, generally, equality of rights and privileges, and the prizes of life are open to the competition of all. All patriots must recognize the fact that "universal suffrage has no anchorage except in the people's intelligence," and "the only safeguard to universal suffrage is universal education." We cannot separate education and good citizenship. Illiterate voters are a deadly enemy to parliamentary institutions, lowering the character of the representative body, and tending to sacrifice law and liberty whenever either stands in the way of appetite. Corruption is begotten in the legislatures and the ballot-boxes. Voters and legislators sell themselves like cattle. Ignorance, so far as vested with power, tends to drive out intelligence as an inferior currency drives out good money. Our government depends on the will of the governed, and no government can rise above its environments. As is the citizenship, so will be the government. Citizenship and liberty do not mean unrestraint, freedom from control, unlicensed appetites, unsubdued will, deification of sinful self. Whatever helps man to live his best, to do most for the development of noblest powers, for the good of others, to fulfil the mission which the Creator designed him for—that is enfranchisement, that is freedom. Duties are not restraints to liberty; they are the means of liberty. Order, obedience to law, sacrifice of passion, respect for the rights of others, good government, are of the essence of civil freedom. Illiteracy and power, what a peril! Give suffrage, said Beecher, and compel the State to educate. That is, we must risk the sacred right of good government in order to put ourselves under bond to provide against such

risks. Massachusetts requires of voters a prepayment of taxes, and the Constitution limits voting and office-holding to those who can read the Constitution in the English language and write their names. If a community with a homogeneous Caucasian population needs such security, *a fortiori* one with an immiscible and diverse population — two races separated by an irremovable barrier — needs it more.

Again, material prosperity is dependent on general intelligence. A moderate degree of intelligence yields more than the prodigality of nature. Compare the thrift, comfort, neatness, luxuries of farm-houses and villages in New England with what you see elsewhere, in one-room cabins, windows without glass, carpetless floors, fried bacon, indigestible bread. Compare Massachusetts with other States in square miles, population, enrolment of pupils, length of sessions, and school expenditure, with what you find in Southern States, and the preponderant wealth of the former is easily accounted for. The best mode of enhancing wealth is to promote public schools and to secure intelligent labor. As labor is the foundation of wealth, of property, nothing can be more stupid and suicidal than for a laboring man to lend himself to the delusion, as taught by Proudhon, that property is a crime. There is much wickedness and demagoguism in the effort to fan the flame of social antagonism and awaken hostility to organized capital. All thoughtful students of political economy, of national wealth, of increased human comforts, must know that through partnerships, through combinations, through higher forms of industrial organization, through judicious use of capital, the great industrial improvements of this century have come. Concentration has multiplied modern improvements, increased products and the purchasing power of the average laborer's day work. Wealth is not the product of brute force. Skilled labor and directive mind are essential. It comes from intelligence, industry, energy, and character of the people. Agriculture in the Southern States is unscientific, and no industry is worse organized, or more loosely conducted; mechanic arts are at a discount. Contempt is felt for manual labor. Employments are not diversified; country roads are horrible; habits of negligence, slothfulness, procrastination, inattention to prompt, orderly business, are painfully common.

At nearly every depot are swarms of idle, lazy Micawbers, with hands in their pockets, waiting for something to turn up to their advantage, and the applicants for Federal offices are uncountable.

It is essential that we get a true idea of education, and those who are growing old can trace the steps of progress in nearly everything relating to education, the most vital and important of all human means of progress. It is a common remark that the infancy of man is greatly prolonged beyond the infancy of the rest of the animal species. In fact, in the lower orders, there is hardly any such thing as infancy; the young perform actions with the same readiness and accuracy as do the old; the young live the life of the parents, and there is little or no progress—in truth, no history. With the man child, slow and painful development from ignorance to knowledge, from helplessness to self-reliance, from simple to complicated, from present to the future, from purely physical to the height of the mental and the moral, from time to eternity. Here comes in the scope, the incalculable value, of education, employing a thousand agencies and never ceasing. Family, home, society, churches, libraries, newspapers, &c., are all means, but are omitted from this discussion. The great agency is school, college, university. How narrow and insignificant the *idea* of education when limited to the mere acquisition of knowledge, training of the memory, or guidance by the incompetent, the untrained, the unscholarly! It is an unspeakable injury to a child, a crime against the State, to have unskilled teachers, deficient in education, in aptness to teach, in open-hearted sincerity, in moral worth.

If this be the worth of education, there can be no more legitimate tax on property than to provide for it. "The great want of our time in the several States is a conviction in the minds of the people and of legislatures of the essential importance of a State system of free education supported by public taxation." Public schools are the best economical and financial expedients of prosperity. Political economy has no equal factor, and intelligence is the great money-maker.

There has been in the United States a prodigal liberality in the establishment and support of private educational enterprises. Goldwin Smith says, "America has among her rich men more

noble-minded, benevolent and munificent citizens than any other country in the world." Denominational and individual beneficence has been most praiseworthy, but individuals and denominations never did, nor can they, give universal education; nor would it be best, if they could and did. Private beneficence is insufficient, fitful, never adequate. No form of education can be permanently established on a self-supporting basis. Only public institutions, established, supported, controlled, supervised by the State, supply the public need. Experience shows that the State can educate the entire population better and cheaper than private or denominational schools can educate one-half. The education of a part under private agencies costs more than the education of the whole under public control. The tax for normal schools and public schools is necessary to national safety and progress. The tax is imposed by authority and paid for as we pay for police and sanitation. The large sums of money and the great army of officers and teachers are necessarily employed to aid a child in his struggle for self-mastery and self-development. These schools are not for a favored few, not for the poor people, nor for the rich people, for the black children nor for the white children, but for *all of all* the people. Education is to draw out the powers with which, with prodigal hand, God has endowed the people. Why confine efforts and gifts to the few? God has not limited mental bestowments to an elect few, to any special class of society. Aristocracy of talent is not the same as aristocracy of wealth or rank. Those who fill the highest stations come generally from the common walks of life. What the State expends for schools is an investment for the rising generation, and nothing can be more wide reaching, more vitally affecting every family and every person in the State. Every one who has any property, or hope of it, has a financial interest in the education of every boy and girl in the State. Increased school revenues will give longer sessions, better houses, better teachers. The general revenue should be supplemented by local taxes, thus insuring more money, greater interest in education and stricter supervision. The essential need in all educational institutions, from primary school to university, is *better teaching*. Much of the teaching is very unsatisfactory, and never will be better until you have longer sessions of schools, better pay

for the teachers, and professional training for those teachers.¹ It is as true of schools as of any other kind of work, that the least profitable labor is performed by untrained workmen. Within the last ten years teacher-training has received great impetus. This is most fortunate, as no waste is comparable to that which results from employment of unfit teachers. People begin to realize that when one intends to teach, the study of education as a history, a science, an art, is indispensable. Unfortunately, in the normal schools, the work done is often rudimentary or academic, instead of being professional and pedagogic. The teacher is unable to give adequate treatment to pedagogy, because the students need so much help in branches that ought to have been completed in lower schools. It is a great, irreparable waste of time and opportunity of the children to deprive them of the best facilities in their earlier years, or to condemn them at that period to bad teaching. The right to development of powers, unfolding of one's higher being, noblest capacities, is too sacred to be neglected or trifled with.

As the State and counties and towns furnish the revenues they should have the right to thorough supervision and inspection of the schools, and this matter should be viewed from a business standpoint. Intelligence, experience, wise, courageous officers, are needed. It is absurd to have a system without a controlling and responsible head. Colleges and universities have tried this to their great damage. Rural schools especially need sharp, close, intelligent supervision. To abolish the county superintendency, or impair its power, is a great mistake. This question has run the gauntlet of numerous legislatures. Over and over, different legislatures, in a spasm of economy or reform, have abolished county superintendency and been compelled to return to this approved policy of school administration. Practical wisdom places every important enterprise under supervision, and universal experience has proved it to be necessary. Nothing is better established than the utility of supervision by specialists in every important branch of business. Why should we not profit by the experiments of others? The railways furnish examples of the closest

¹ Maine Superintendent contrasts the salary of an expert for training colts — \$2,000 a year — with the pay of a woman — from \$3.00 to \$10.00 a week — to educate the boys and girls.

kind of management and overseeing. They cannot afford useless labor or unwise expenditure. The same is true of banks and manufactories. "Building of brains is of greater importance than building of barns." The study of comparative education will require, on the part of superintendents, scholarship and critical acumen. Every variety of educational enterprise is to be examined in order to discover what successes have been made, and to get help to guide us in our efforts at improvement. There is no wisdom in waiting for years before we try what others have demonstrated the success of. A superintendent can aid in making teachers efficient, help to organize and classify and grade schools, explain and interpret the school law, have records and statistics made out and preserved, and stimulate professional pride and ambition. A State Superintendent should be one of the most advanced and progressive men, of profound acquaintance with educational systems, of clear and advanced educational ideas, and be able to instruct and influence Boards and Institutions and Legislatures. It requires the labor and observation of years, the thorough study of school legislation and administration, to qualify one for such an office. To acquire special fitness makes a heavier demand upon one's time than can be conveniently spared from regular occupations. Sectarianism and partisan politics and employment of relatives have been the bane of school systems, and we should divorce schools from politics, and crucify this absurdity of periodical rotation, which may possibly subserve party interests, but seriously injures the cause of education. (Maine School Report, 1896, pp. 60, 70.) Soundness or unsoundness on tariff or currency has nothing whatever to do with the qualifications of school officers.

I should be doing injustice to my own strong convictions not to emphasize the imperative need of industrial education, of manual training, and of skilled labor. Improved education increases productive power of our laborers and insures better wages, additional comforts, increased national and individual wealth. The intelligent man achieves greater material results than an ignorant one. Labor is successful in proportion to intelligence, which gives control over the powers of nature. Diffusion of intelligence leads to labor-saving inventions. Skilled labor enhances productive abil-

ity and makes the products more valuable. The mind is partner in all that the body does. No kind of work is purely mechanical. No matter how simple the process, (science) is involved, even in hitching a horse to a plough or a carriage. When one acts against the laws of nature he must pay for it.

The State should seek to lift people out of lives of drudgery and discomfort and ignorance to more useful and remunerative employment, to homes of comfort and thrift and cleanliness. He is a true statesman who comprehends the value of industrial education. The cost of educating a laborer is small, but the return, in increased productive power and better citizenship, is great and permanent. Our ears are dinned with discussions of restrictive tariffs, directing, controlling, coercing industries, of bounty to favored interests, partnership in trade with the government, ratio between metals, but very little is heard of improved schools, longer terms, decent schoolhouses, and better teachers. The remedy for agricultural depression, bad roads, the discontent and thriftlessness of youth, for many of the ills of which we complain, is a well sustained school system. Instead of being too poor to provide for the children, you are too poor to neglect them. Education is the chief agent for increasing power and influence, and for developing and augmenting our material resources. All discussions of political economy are incomplete which do not recognize education as the chiefest factor in wealth and in civilization, and this includes education in the widest sense. Knowledge and abundance bear the relation of cause and effect. Education is the perennial fountain, the inexhaustible mine; it creates and develops new treasures. There is no physical law making poverty necessary. Some people are not poor because others are rich. Financial panics are not, as some writers assert, necessarily periodical. A government has no power of earning or creating wealth. It collects its revenues from its tax-payers. A legislator looks after objects of taxation, is interested in the wealth of the community. How can that wealth be secured? Educate, *educate*, EDUCATE. The function of a statesman is to build institutions on solid foundations of intelligence, virtue, prosperity. Free and universal education is the most benignant and potential of all the forces of civilization. You have great natural resources, most favorable

conditions in climate and health, soil adapted to varied crops, forests of unexcelled beauty and utility, and why are you poor? You need intelligent development of resources, forceful direction of skilled labor, prompt abandonment of the one-crop system, of single subjects of commerce; you need rotation in farming, deep ploughing, right manufacture and use of fertilizers, some common-sense in the care of animals, the muzzling or killing of cur dogs, encouragement of sheep husbandry, and some decent roads. Governors and conventions plead for immigration to a country where, all the year round, without the half-year of bitter ice, you can live out-doors; and they hold up what Nature has done so prodigally for their States. There are other and more potent conditions than these to induce the settlement of intelligent farmers and mechanics. You must offer the inducement of good roads, protection of stock, good drainage and sewerage, observance of law, purity of the ballot-box, and, above all, a system of free education in good schools with trained teachers.

In these days, when industrial and commercial competition is so severe, practical arts should have their rightful place in the course of study. Girls should be trained for domestic duties; boys for definite callings. Mr. Shook, the iron-master in Nashville, says, "The great drawback to the South is the aversion that our young men have for work, other than in professions, stores, or counting-houses." There is a crying need for adapting studies for the necessities of the times, to prepare for honest living, for useful citizenship. Much of the common education is useless, so far as it means to prepare for life's duties and needs. Trades are usefully taught in most European countries, specific trade instruction, and we are wise if we learn from them. The last year a committee of Irish noblemen and gentlemen of all parties was appointed to make inquiries as to what could be done to improve the condition of the Irish people. They visited France, Germany, Switzerland, Belgium, Denmark, Sweden, and other countries. Their report went through the whole question of how far education was necessary for the prosperity and progress of the nation. Wherever education went hand in hand with industry, they found prosperity, and absence of education meant decline of prosperity. This was true in agriculture as well as in manufactures. In

Switzerland many institutions were devoted to technical instruction. The Cantons of Zurich spends one third of its budget on schools, and the other Cantons, more or less, in the same ratio. Large expenditures for schools are remunerative investments, and it is an axiom with these people that in order to secure the permanent prosperity of the State, it is indispensable to educate the masses and thus enable the artisan to excel in his work.² Denmark was one of the countries which by intelligence had made agriculture prosperous, and to such an extent that last year they sent \$45,000,000 of products to England, after supplying themselves. In Wurtemberg, a country half a century ago miserably poverty-stricken there was not a pauper to be found. The revival of industrial and agricultural life dated from the effect of the London exhibition of 1851 on a German visitor. The committee found in every country visited that without education industry did not flourish. They advised, for Ireland, classes for elementary science, with experiments and object lessons, elementary mechanics for the urban schools, agricultural schools, and technical schools, a thorough system of national education, as the means for lifting Ireland to the estate of intelligence and prosperity. They were convinced that the nations which have the best schools are the best prepared for the great industrial work which lies before them. The great industries of to-day depend not so much on natural resources or geographical position as upon a successful application of recent discoveries of ordinary manufacturing processes.

The growth of German trade is of more consequence to government and people than Triple Alliances, and more profitable than the French indemnity. Germany gradually encroaches on the English, French and American markets, and this is due to the wisdom and foresight of her statesmen in organizing a system of State education and of schools of applied science and the constructive arts. Political animosity, religious sectarianism, provincial jealousies, State parsimony, are sunk in the common effort "to raise every rank in society to a higher condition of usefulness, and by diffusing equality of education to extinguish the most grievous of class distinctions." Besides the governmental system

² See, also, letter of Hon. Boyd Winchester, Minister to Switzerland, Bureau of Education, 1888-9, pp. 284-87.

of technical education, every city has its manual-training and trade schools. The result of all this is the remarkable trade development which is challenging the attention of all enlightened statesmen and patriots. Germany will learn, as Carlyle said, that the true epic of our time, an infinitely wider kind of epic, is not *Arms and the Man*, but *Tools and the Man*.

Legislators — my appeal to you to-day, as I close this address, is in behalf of the children. Christ took children into His arms and blessed them, for of such was the kingdom of heaven. Of such as may be the children, will be this commonwealth. Neglect them for a few years, and you predestinate their condition and the history of this State. At the close of your letters come messages which are sweet to your souls, — “Love to Papa, and tell him to make haste and come home.” In every household are children of equal capabilities and privileges and immortality. What are you going to do for them?



THIRTY-SEVENTH MEETING OF THE TRUSTEES.

NEW YORK, October 4, 1898.

THE Trustees met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Mr. Chief-Justice FULLER, the First Vice-Chairman, and Messrs. WHIPPLE, GREEN, PORTER, MORGAN, COURTENAY, SOMERVILLE, CHOATE, FENNER, GILMAN, WETMORE, HOAR, and OLNEY; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE.

On assuming the duties of the chair, the Chief-Justice expressed his deep regret that owing to continued illness the Chairman was still unable to meet with the Board. He mentioned the fact that Mr. Evarts was the last survivor of the active members

As was to have been expected, the war has affected educational work in the South, because of the general excitement pervading the country, the number of families interested in soldiers and sailors, the occupation of several of the States as camps and places of debarkation of men and stores for Cuba and Porto Rico. The acquisition of territory, accomplished and prospective, with a population unfamiliar with free institutions, imposes an obligation to do something promptly and effectively towards the establishment and maintenance of free schools. Hawaii, with Asiatics nearly equal to all other nationalities, and a large excess of males (72,517 to 36,503), is so dominated by Americans that we need feel little uneasiness about a question so inferior and manageable. From Cuba the statistical information about schools is not recent nor full. The official report from the government of Cuba for 1888-89 shows a total in public schools of 38,106; in private, of 25,142. The province which has the largest colored population is Matanzas — forty-five blacks to fifty-five whites; next comes Santiago de Cuba, with forty blacks to sixty-nine whites; the least in Puerto Principe, with twenty blacks to eighty whites. Of the white population on the island, more than a third can read and write; while of the colored population (race), only twelve per cent have attained to this standard. The best educational conditions, for the island, exist in Havana and Puerto Principe, in which for every one hundred inhabitants forty-seven and forty-four among the whites, and fifteen and twenty-eight among the blacks, respectively, can read and write. Pinar del Rio is the most backward; only seventeen whites and three negroes to the one hundred inhabitants can read and write (Census of 1887). In the Royal University of Havana are 779 students, and in the six provinces are 2,890 secondary students. The *Encyclopædia Britannica*, 1878, says: "It is estimated that of perhaps one hundred thousand children of free parents not a tenth part receive

lettered education of any kind; and even among the higher classes of society liberal education is very far from being universally diffused." Cuba and Porto Rico deeply concern the Southern States, because of their proximity and large negro and mixed inhabitants. The patriot may well hope that the statesmanship of the general government may adopt wiser measures for saving us from the perils of illiteracy than was done after the emancipation of the slaves and their sudden elevation to the rights and privileges of American citizenship. In preparing the new people through free schools for self-government, contrary as it may be to the opinions and usages of these islands, there should be no taint of sectarianism, nor the slightest discrimination, whatever specious fallacy may be urged, in favor of any religious denomination. The absolute severance of Church and State in schools and in all civil and military administration may be contrary to Spanish law and precedent, but it is a vital principle with us, indispensable to the proper civilization of these people and to the right enjoyment of republican and representative institutions. The hundred days of our late history, radiant in exhibitions of valor and skill, have left a hundred problems not easy of solution; but we need not abate one jot of confidence in our blood and heritage to exercise a powerful influence in the expansion of American civilization.

Interesting statements from Dr. Payne, of the Peabody Normal College, and from the State Superintendents are herewith presented.

ARKANSAS.

The Hon. Junius Jordan, State Superintendent, sends a valuable report, from which extracts are taken:

"The State law setting aside ten thousand dollars per annum for two years to maintain in each county summer Normal schools of one month's session each, for the white teachers and for the colored

teachers, enabled us to continue the work in 1898 with increased energy and satisfaction.

"Normals for white teachers, 75; for colored, 34. Enrolment of white teachers, 4,750; of colored, 2,044. Registered white teachers, 5,225; of colored, 1,752. White school population, 335,930; colored, 127,635. Total enrolment in public schools, white, 236,144; colored, 82,909. Average daily attendance, white, 144,532; colored, 50,977. Increased per cent of enumeration, white, 41 $\frac{1}{2}$; colored, 21 $\frac{1}{2}$.

"The Conductors of the county Normals were carefully selected from experienced workers and, in most instances, assistance was required, as the attendance was too large for one Instructor to handle. A uniform system of instruction was put in the hands of each teacher, and a thorough system established. A system of study for the teachers was likewise presented, and a plan for grading country schools. Instructions were given as to school architecture and sanitation. The Normals were graded, usually in three departments — primary, grammar, and academic — and an Instructor placed in charge of each division. The work was thus made not only methodical, but logical and practical. In furtherance of this system of enlargement, and in continuing the schools in many cases for a longer term than one month, as urged by the teachers, the Peabody Fund was an invaluable help. It enabled this Department to employ special workers, and to present, through model classes, the schoolroom work as it should be carried on. The value of the county Normal system has been evidenced in many ways: 1st. An elevation of the standard of teaching, and the arousing of a professional spirit. 2d. Increased efficiency in the rural school-teacher. 3d. Unity of plans and purposes in State educational work. 4th. Systematic organization and grading of the majority of the country schools. 5th. Improved schoolrooms and healthier activity and zeal on the part of the public. 6th. An education of the voter, by presenting to him the teaching force of his county: he could institute comparisons, and know the necessity for improving the teachers. 7th. The promotion of the spirit of harmony between the races.

"Each colored Normal was visited, day by day, by white citizens, who saw the colored teachers in the work of the Normal, observed their zeal and progress in moral as well as mental culture. They

encouraged them by their presence, and assisted by wholesome advice and instruction. Professional gentlemen did their part in sustaining and encouraging the colored teachers in their efforts to improve themselves. There was thus brought in contact the thinking element of each people, and each could thus better understand the motives, principles, and sentiments that actuated a desire for improved citizenship. All seemed willing to help the development and improvement of the colored race, which is beginning to appreciate duly the fact that the white people are giving them such an inestimable advantage, and both races recognize and appreciate the aid that the Trustees of the Peabody Fund have given them in this great and important work.

"The county Normal system in Arkansas, aided by the Peabody Fund, has done more than any other agency for improving the teaching force. The larger number of our country schools have only a three-months session, and professionally trained teachers cannot afford to accept these insufficient rewards for their services. The thorough graduates in technical Normal schools must seek employment in the city schools, where the pay will be commensurate with their outlay for self-improvement. The fact confronts us that eighty-seven and one half per cent of our common schools must continue to employ the teacher who can afford to teach a short term at a low salary and afterwards engage in other work in the support of himself and family. He cannot afford a one or a two years' course at a regular Normal. It is thus left to the State to consider how at least eighty-seven and one half per cent of her teachers and children can be improved to such an extent as will keep us from falling behind the general spirit of progressive education. The best method yet devised is to bring these advantages to the teachers, not as a right due them, but as a patriotic duty to the children. The education needed should be based upon a proper conception of the pupil's relation, obligation, and destiny in the commonwealth. This is to be effected by efficient agencies, and the State must provide these for every child within its borders. There is no question that the Peabody Fund was the first instrumentality that enabled the State to reach down into the masses and seek to establish better types and stronger personalities in teachers. The results called forth new and more impassioned energies on the part of the State. In a State where the percentage

of illiteracy is small, where there is a dense population, and the people manifest an interest in common schools commensurate with their importance, there is little difficulty in adjusting the details of an efficient free school system. But when that system, well adapted to such a State, is applied in another State, in which the population is composed of different races, producing more or less jealousy and friction, and where the percentage of illiteracy is greater, the problem requires a different solution, and legislation must adapt itself to the confronting condition. In behalf of the State of Arkansas, its teachers and its children, I extend to you and the Trustees profound thanks for the ever generous and timely assistance you have given them in this great cause. The benefits that have accrued to all will be a perpetual monument to the memory of that great and good man and to his beneficent agents."

GEORGIA

Is fortunate in having one of the most energetic and progressive superintendents in the country. The Hon. G. R. Glenn reports: —

"I rejoice to report that the sentiment in favor of the common schools has grown steadily year by year for a number of years. It would be difficult to find a man in Georgia who is not in favor of sustaining the public school system. When the schools were started in 1871, the annual appropriation was \$174,107.02. Ten years later, in 1881, the annual appropriation was \$196,317.53. Ten years later, in 1891, it was \$935,611.09. In 1894, at the close of which year I came into office, it was \$927,871.12. The present year, 1898, the fund for the year is \$1,632,381. The people of the State have become better informed as to the value of an adequate school system, and they will continue to demand that the school fund shall be increased until Georgia children shall have all the advantages enjoyed by the children of any other State. In the early part of this year, three distinguished gentlemen, canvassing the State for the nomination for governor, did not fail in any of their public utterances, in which they declared for 'retrenchment and reform,' to announce that wherever else retrenchments might occur there must be no retrenchment of the

school fund. The nominee, in his opening campaign speech, reiterated his promises to stand by the public schools. I am sure, therefore, that we have reached a point in the history of public education in Georgia, when the people will not only demand the occupation of all the ground that we have gained, but they will also demand a forward movement, year by year, until the curse of ignorance and illiteracy will be banished from the State.

"Another notable as well as hopeful indication, showing a healthy growth in school sentiment, is the steady and regular improvement of our schoolhouses. Last year the total number of schoolhouses in the country was 5,605. This year the number is 6,762. We have added to the value of school buildings in the city and country nearly \$1,000,000, and this is a most gratifying exhibit. In 1895, when I came into office, we had 695 teachers who had received some form of Normal training. This year we have 1,180 teachers who have attended Normal schools from one to three years. We have now a regular course of study which every teacher in the State is required to take during the year. No teacher can now remain in the public schools of the State who does not take this professional course. The examinations are becoming more and more rigid, and not many years hence we shall have professionally trained men and women in charge of our schools.

"THE NORMAL SCHOOL IN ATHENS.—This school has made very satisfactory progress. The entrance requirements were increased, and we have had this year a smaller number of those who are lacking in academic attainments. We shall continue year by year to increase the rigor of the entrance examination. The school has enrolled 560 students, and a new building has been added which will largely increase the accommodations for the students.

"THE NORMAL AND INDUSTRIAL SCHOOL AT MILLEDGEVILLE.—The popularity of this school is shown by the report of the President. He turned away last year a larger number of girls than he received into the school. Two years ago the capacity of the boarding department was doubled. If it were again doubled this fall, every available space could be filled by the first of October.

"The Legislature will be compelled not only to increase the dormitory department, but to double the teaching force and the teaching accommodations. The teaching spirit that is characteristic of the graduates of this school has come to be a wonderful

leaven. Throughout the State it is made manifest in every school, in every institute, and in every community. The influence of these young girls in transforming entire communities is one of the most beautiful things that has cheered and encouraged my official and professional life. I have seen them over and over again, in the mountains and in the 'wire grass,' convert a log-house, with all of its discomforts, into a beautiful, well-appointed, well-lighted, comfortably seated, modern school building. A school that is training such gentle, patient, tireless, persistent, and loving spirits, and sending them out into the world to do for the little children, and for the homes out of which little children come, such work as these girls are doing, is sure to command the approval of the people and the support of their Legislature.

"THE PEABODY INSTITUTES FOR THE COLORED TEACHERS. — The money sent for the Peabody Institutes I have devoted entirely to the colored teachers. I held successful Institutes, lasting two weeks, at each of the following places: Atlanta, Athens, Rome, Newnan, Griffin, Fort Valley, Columbus, Cordele, Dawson, Bainbridge, Waycross, Eastman, Sandersville, and Augusta. The enthusiasm and interest on the part of the colored teachers has continued without abatement. More than two-thirds of the teachers of the State have attended these Institutes. Wherever it has been possible, the Institute work has been done by conductors of the negro race. I witnessed this year some work of this kind, done by negro men and women, as admirable as I ever saw in any Institute. Many of our best white people have attended the Institutes this year, and have not failed to express their great gratification at what they heard and witnessed. At every one of these Institutes, without an exception, resolutions were passed thanking you personally and the Peabody Board for the generous support which you have given to these Peabody Institutes for Georgia. I shall be very glad if the Board continue, for another year, their liberal appropriations for this purpose."

The aggregate value of taxable property in the State, according to this year's assessment, was about \$365,500,000, showing a decrease of \$7,753,376. The school population, from six to eighteen: white, 341,521; colored, 319,345. The number of white illiterates, 22,917, or 6.7 per cent, a

decrease of 4.6 since 1893; of colored illiterates, 60,699, or 18.9 per cent, a decrease of 8.3 per cent since 1893.

WEST VIRGINIA.

The State Superintendent, Hon. J. R. Trotter, says that he held 57 Institutes for white teachers and 3 for colored, with 90 instructors, 78 of whom were from the State and 12 from abroad. In the preparation of the programme particular attention was paid to language and history, so as to give the young teacher definite knowledge in the best methods of teaching those subjects. For the most part the instructors gave "straightforward, thorough work," and the "increased interest shown was sufficient proof that the arrangement was the best possible for the country teachers. The work was the best ever done in the State; the enrolment was larger, and the average attendance of teachers was considerably above that of previous years." Thanks are given to the Trustees for their "generous donation to the Institute work," and the hope is expressed that the State will show her appreciation of the gift by increased appropriations.

TENNESSEE.

The Hon. Price Thomas, State Superintendent, writes :

"The examinations for the Peabody Scholarships showed clearly that the material sent up this year will be much better than formerly. Education educates. After consultation it was decided to have colored Institutes on the same line with the white Peabody Institutes, and to make them as nearly equal as possible. The best white Institute conductors were employed to lecture and teach in the colored Institutes. At the same time prominent colored men conducted the Institutes and others taught the classes, many of them agreeing to work free in order that the white lecturers might be secured. The colored teachers of the South need to come in contact with the best educational

men of the country and have the benefit of lectures by as good men as those employed in white Institutes. The Institutes were attended by 741 teachers, and the interest continued from the opening until the close. In addition, there were State Institutes held at Lewisburg, Knoxville, Harriman, Greeneville, and Franklin. The Peabody money given to Institute work, nearly equally divided between the two races, has greatly encouraged the people everywhere, and the good effect is seen in the increased attendance at the numerous county Institutes held throughout the State. The awakening in this respect was remarkable, and there were at least sixty Institutes besides those specially provided for by the Peabody Fund and the State appropriation. The reports from county superintendents, which are daily reaching this office, are full of encouragement as to the efficiency of the teachers and the increased numbers of the pupils attending schools."

VIRGINIA.

The new Superintendent, Hon. Joseph W. Southall, sends an excellent report:—

"Nineteen applicants for six vacant Peabody Scholarships took the examination. These scholarships continue to attract an increasing number of those who desire to secure the best professional training, and the services of Nashville graduates are eagerly sought by the most progressive educational communities of the State.

"TEACHERS' INSTITUTES. — The annual appropriation of twenty-five hundred dollars by the General Assembly, together with the sum generously donated from the Peabody Fund, enabled me to hold five summer normal schools this year, three for white teachers and two for colored teachers. The enrolment was 347 white and 409 colored teachers. The instructors for these schools were selected from the most accomplished and successful educators in the country; and the work done was of the highest value to the teachers in attendance. The course of instruction pursued was similar to that of former years, except that it was enriched by the addition of vocal music, civics, and English literature, and at Hampton a new era in the summer work was inaugurated by the

beginning of the four years' progressive course for teachers, which promises the highest practical results. It is unnecessary to add any praise for the great work which the Hampton Institute—in regular and summer sessions—is doing for the colored teachers of the State, for you have personal knowledge of its excellence. President Johnston and the other members of the Faculty of the Virginia Normal and Collegiate Institute at Petersburg, who are required by law to conduct a summer session of four weeks for colored teachers without extra compensation, deserve the highest praise for the excellent work they are doing.

"THE STATE FEMALE NORMAL SCHOOL at Farmville, the VIRGINIA NORMAL AND COLLEGIATE INSTITUTE at Petersburg, and the HAMPTON NORMAL AND AGRICULTURAL INSTITUTE, all of which receive substantial aid from the Peabody Fund, continue to do excellent work. Dr. Robert Frazer, who succeeds the lamented Cunningham as president of the Female Normal School, has matured plans for the efficiency of the Institution, and the vigor of his administration gives promise of the best results. The catalogue of the school shows a total attendance of 352 students as against 248 for 1896-97. It is impossible to overestimate the influence of these three institutions on the educational interests of the State, and it is earnestly hoped that ample resources will continue to be available for the prosecution of the valuable work they are doing. In conclusion, I desire to express to you the high appreciation that I, in common with all the friends of sound learning and liberal culture in Virginia, feel for the generous sympathy and active co-operation you have displayed in fostering the educational interests of the State."

ALABAMA.

The most hopeful sign of progress in the State is the effort of many of the best men and women, co-ordinating their intelligence and practical activities in behalf of elementary education. Universities, colleges, academies have officers who devote time and talents to securing endowments and patronage, to keeping their institutions before the public, to the improvement of the educational opportunities of five per cent of the school population; but the

hundreds of thousands of unlettered and dependent children have no agents or friends, pecuniarily interested, to look after increase of school revenues and the curing of defects in the school laws. To their credit be it said, the State Educational Association and the Federation of Women's Clubs have, with zeal and patriotism, undertaken to prolong the sessions, increase the salaries and competence of teachers, provide better supervision, and relieve the State from the reproach of illiteracy and school inefficiency.

The Hon. John O. Turner, State Superintendent, sends a full and valuable report, including not only the Peabody aided schools, but giving interesting accounts of other State institutions and of what Alabama is doing in the general work of education. She "furnishes technical education to more than six thousand students," besides the instruction, on a larger scale, of at least six hundred young men at the University and the Polytechnic Institute. The Troy Normal College (Dr. E. R. Eldridge, President) reports 578 students, from sixty counties and twenty-four other States. Seventy per cent of the graduates are engaged in teaching, and can be found in half of the counties. "The work in all departments has never been better, and professional training has been more exact." In connection with the College is a Summer School of Pedagogy for the benefit principally of those teachers who have not enjoyed a professional course, and its work is highly appreciated. The Florence Normal College (M. C. Wilson, President) had an enrolment, in Model School and College, of 314. There are three courses of study,—for specialists, for teachers of experience and graduates from other institutions, and for the professional training in common and high-school branches of those who wish to become teachers. The average cost to students for all necessary expenses was \$100. Buildings and grounds are valued at \$50,000. "The last year has been the most prosperous in its history." The State Normal School for colored stu-

dents at Montgomery (W. B. Paterson, Principal), notwithstanding the serious interruption from small-pox and yellow fever, reports an enrolment of 352 male and 456 female students, of whom 477 were in normal classes. Every succeeding year increased attention is given to industrial and to teacher training. "Our efforts have been directed to turning out a few thoroughly trained men and women rather than to scatter diplomas broadcast throughout the State. We have given negro education a fair trial, and the results have been satisfactory." The Normal and Industrial Institute at Tuskegee (Booker T. Washington, A.M., Principal) enrolled 712 male and 336 female students, with 88 officers and teachers. The total resources for the last year were \$107,487, and the valuation of land and buildings is put down at \$300,000. As this Institute, under its accomplished and universally respected head, is almost as well known as any in our country, and has had fullest indorsement in previous reports, there is no need of additional mention.

The State has given to schools of all kinds, from university to public school, \$871,183; there are five Normal and Industrial Schools for 1,840 white pupils and three for 2,313 colored, for which about \$50,000 were appropriated. Alabama, like other sister States, is far behind what she should and might do; but for the improved public educational spirit we are indebted, in addition to what the press and school officers have contributed, to Governor Joseph F. Johnston, who never fails to give his personal and official influence in behalf of the betterment of education, and has thus worthily won the high eulogium of "The School Governor."

SOUTH CAROLINA.

The Superintendent, Hon. W. D. Mayfield, says:

"Winthrop Normal and Industrial College has had a most successful year. Enrolment of pupils, 441; instructors, 29. The

complete equipment of the institution proceeds as rapidly as possible. No difficulty is experienced in getting the necessary appropriation from the State. Claflin University has had a prosperous session, and has suffered little loss in number of pupils. All the colleges in the State were more largely attended than ever before, and there was an increase of 15,000 in the enrolment in the common schools. School interests are in a prosperous condition; more money was raised, and the sessions were prolonged.

"Teachers' Institutes, white and colored, were held in thirty-six counties. These were sustained, with the best instructors, by the combined Peabody and State appropriations. One of the safest educators in the State, identified with the work from the beginning, thus expresses his gratification: 'When I look back to the conditions attending the first Teachers' Institute, held eighteen years ago, and compare them with the admirable work of the present year, I am deeply impressed with the progress that has been made.'"

A letter from President Johnson furnishes some additional facts concerning the Winthrop Normal and Industrial College, an institution which, from its name and our connection with its establishment, sustains a peculiarly close relation to the Board of Trust. The pupils admitted were 331 in College classes and 120 in the Practice School, and there are 29 teachers. Every county was represented, and the applicants for next session are already over five hundred. In the Normal Department 199 were enrolled, and nearly all the graduates have been from this department. As the first and chief work of the College is to train teachers, new courses in Pedagogy have been arranged. There is a growing demand for Kindergarten teachers. Book-keeping, stenography, free-hand and industrial drawing, sewing, cooking, dairying, and horticulture are taught. The farm and dairy connected with the College are answering most valuable ends, both as means of practical instruction and furnishing wholesome food for the students. The library has been much enlarged and improved; and the Star Course of Lectures for general

culture have been managed without cost to the College. Of the 247 graduates, most of them are teaching in the State, and elevating the tone and standard of the common schools.

FLORIDA.

The Hon. William N. Sheats, the State Superintendent, sends an interesting report, from which the following extracts are taken :—

“ It is my pleasing duty to report to you for this year the largest enrolment ever recorded in the Teachers’ Summer Training Schools of this State, the same being in excess of the enrolment of 1897 by 43 per cent, of 1896 by 69 per cent, of 1895 by 102 per cent. This large increase in attendance was due to three principal causes: *First*, The fact being known that legislative appropriation had been made, and that your donation was promised, removed all doubt that the schools would be held, and induced teachers to begin savings to enable them to attend. It also rendered it possible to make definite arrangements to open the school for each section at the most favorable time for insuring good attendance.

“ *Second*, The number of schools was increased from twelve separate schools last year to eighteen this year, thereby bringing the schools within easier reach of a greater number of teachers. The twelve schools of last year comprised nine departments for the instruction of white teachers and four for negroes; the eighteen schools of this year provided sixteen departments for whites and eight for negroes, thus practically affording twenty-four schools. Two of these schools were for negroes alone; six others comprised departments for both races, conducted by the same corps of teachers alternating between separate buildings for the two races.

“ *Third*, The *prime cause* for the large attendance consisted of a greater appreciation of the advantages to be obtained by attendance at the Summer Schools, demonstrated by past experience of their actual and practical results. Not only is the *methodology* of the attendants upon these schools perceptibly enhanced, but their scholarship is improved; and those teachers who have made a practice of attending are constantly raising the grade of their

certificates, besides being quickened and enriched in every way as teachers.

"The assertion cannot and will not be denied that the teachers of Florida have made rapid advancement in every respect during the past six years ; and the thanks of both teachers and patrons of our public schools are justly due to the Trustees of the Peabody Fund for their donations, which rendered possible the success of a movement that has given new impetus to the work of education. You inaugurated this noble work six years ago through a donation of fourteen hundred dollars.

V "Largely through *your personal efforts*, our State Legislature supplemented the customary donation from your fund with an appropriation which went far towards insuring the success of the schools. Besides this, the conditions of the Peabody donations prescribed by your wisdom and forethought resulted in additions for several years to the sums you donated from School Boards and communities, which, with the legislative appropriation, make an average of two dollars contributed within the State for the prosecution of these schools for every one donated by your Board. The true friends of the sacred cause of popular education will never cease to render hearty thanks to the wise and liberal assistance rendered this State from the Peabody Fund.

"At the beginning of this movement the Summer Schools were confined almost exclusively to the work of improving the *scholarship* of the teachers ; but year by year the instruction has embraced more and more the '*How to teach*,' while this year there was more of the method, the science, and the art of teaching in the work of the schools than ever before. This was possible because the scholarship of the teachers had been constantly improving through the work of the Summer Schools and the influence of the system of State Uniform Examinations. The fact having been noted in previous years that the bulk of the attendance was from the counties in which the schools were located, it was determined to try the experiment of increasing the number of schools so as to place one within easy reach of as many teachers as possible, and thus ascertain if they really desired to enjoy the benefits of the system. The largely increased attendance of this year abundantly demonstrates the success of the experiment.

"You will observe from the tables that no school lasted for a shorter term than four weeks, several continued for five weeks, some for six, one for seven, and one for the full term of eight weeks. The schools with the largest attendance in proportion to the total number of teachers within easy access were granted longest terms. One unacquainted with the conditions in this State, and noticing that there were sixteen departments for the instruction of white pupils and only eight for negroes, might conclude that there was discrimination against the latter. Such was not the case ; for while the white population is not quite double that of the negro, still the negro population is not so well distributed over the State, the great majority of them residing in about eleven of the forty-five counties.

"With this explanation it will be readily seen that the eight schools or departments for the instruction of negro teachers, located judiciously, afforded facilities for the teachers of that race quite equal in all essential respects to those enjoyed by the whites.

"As was stated in my Report of last year, the attendance at all of the schools was restricted to *actual teachers* and to persons over sixteen years of age *qualifying to teach*. Visitors and occasional attendants upon the popular lectures of the school are not reported to *swell the count*, or to create exaggerated impressions of the magnitude of the Summer Schools. The average daily attendance upon all of the schools was 678, of whom 484 were whites and 194 negroes. The number of *actual teachers* was 687, of whom 492 were whites and 195 were negroes. Those expecting to become teachers numbered 339, of whom 241 were whites and 98 were negroes.

"The fact that over sixty-five per cent of the students enrolled were already in possession of legal authority to teach demonstrates two things : 1. That attendance upon these schools is based upon the desire to get professional training, and not merely to be assisted in getting a teacher's license ; 2. That the practical value of the schools goes immediately to the pupils in the public schools, through the advantages derived therefrom by the *actual teachers* of the State. It would please your Board to read many of the resolutions adopted by the teachers at the close of these schools expressive of their appreciation of the benefits derived from the schools, their thanks to the managers of the Peabody Fund for the

inauguration of the enterprise. As the representative of the great army of teachers and pupils that have received benefits from this enterprise, I extend thanks to you and to the Peabody Trustees for the wisdom and beneficence of your gifts. I thank you personally for the assistance you have rendered me in my efforts to elevate the standard of the schools in my State, as well as for the kindly suggestions and courteous treatment I have uniformly received at your hands."

LOUISIANA.

The efficient Superintendent, Hon. J. V. Calhoun, sends an interesting account of the work in his State:—

"It affords me pleasure to report improvement in the lines of work to which the Peabody Fund has been applied, namely, direct aid to the State Normal and other schools and to Teachers' Institutes. The Parish Institutes, supported by local contributions, have received impetus from the work of the Peabody Institutes and schools. Centres accessible to teachers wishing to attend were selected for the Institutes."

During the year seventeen Parish Institutes were held, in which 627 white teachers and 155 colored were enrolled, and about 4,300 people addressed on educational topics. President B. C. Caldwell, the accomplished President of the State Normal, says:—

"The session of 1897-98 shows some material progress in the work and equipment of the school. The attendance for the year was 442, a gain of 19 over the preceding session; the number of graduates of this session is 49, the largest number graduated in any previous year being 34. The most important improvement made in the buildings this year was the erection of an addition to the dining-room building, furnishing a handsome new dining-room, a modern kitchen and serving-room, nine bathrooms, and four additional bedrooms. To relieve pressure, a new dormitory has been constructed, which will furnish dormitories for eighty students and rooms for six lady teachers.

"The coming session drawing will be required in the three highest classes, and will be offered throughout the normal course.

"It is a matter of pride to this institution that the recent Constitutional Convention gave so emphatic recognition to the services and value of the Normal School. That body provided that the General Assembly should make adequate provision for the maintenance of the school, and gave unlimited latitude as to the extent of appropriation which may be made. This recognition of the place which the Normal School occupies in the school system of the State indicates a general appreciation of the importance of the work intrusted to this institution, and of the faithfulness with which this trust has been discharged. There is a growing appreciation throughout the State of the advantages of the training that is here offered to the young people of Louisiana. The attendance for the past year represents every section of the State and nearly every parish and city and town.

"The assistance given by the Peabody Fund to the maintenance of the Graded School for Colored Children in Shreveport has demonstrated the practicability of supplying graded instruction of a high order for the children of the colored race at a moderate cost ; and the experiment has borne good fruit both in the direct advantage to the children taught in this school and in the example it has afforded to the many colored teachers who have there witnessed a well-graded course of instruction in practical operation. I believe this school is now in condition to be left altogether to the care of the parish of Caddo and the colored people of Shreveport, who are the immediate beneficiaries.

"The talks given by Dr. Curry to the children in the Model Schools, the kindly words spoken to individual students, and the masterly address delivered to the faculty and assembled students and visitors from the town of Natchitoches, will long live in the memory of every listener.

"Every beneficiary of the Normal School and of the Teachers' Institutes and Summer Schools owes a debt of gratitude to the Peabody Fund for the liberal assistance afforded from that source to the educational progress of Louisiana."

TEXAS.

President Pritchett, of the excellent Sam Houston Normal, writes :—

“ You will note that during the session of 1897-98 we enrolled 458 students, of which number 163 received First Grade Certificates, and 93, having completed the course of study prescribed by the Institute, received diplomas. Last year we worked under some disadvantages, on account of dengue fever and the strict quarantine maintained against yellow fever. Some pupils were prevented from attending. However, the work of the year was very satisfactory, and you will note that the number of graduates was larger than that of any previous year, with one exception. Our work is well systematized and adapted to meet the local conditions in this State. This is not an ideal Normal School, but I believe that it comes as near to the ideal as is at all practicable. I have planned to meet the educational conditions of the State as they exist. It is our purpose to lead as far as we may in every advance movement, but it is our earnest desire to keep in actual touch with the work of the Public Schools. Our course of study has not been extended so as to include additional subjects, but it has been broadened and deepened by more careful, thorough study of such branches as pertain specifically to the work of the Public School. We aim to do very thoroughly the work that we do, and especially to lay broad and deep the educational foundations. The aid furnished by the Peabody Fund has been invaluable, and we desire to express our appreciation of the services rendered by you to the cause of education in the South. I have seen evidences of this in other Southern States, and have specially noted the great service you have rendered the cause of education in Texas. Your addresses before the Legislature have been of the greatest value, and your addresses when you visit us are long remembered by the faculty and students.”

The Prairie View School for the colored had a successful year, and the Teachers' Institutes, for both races, were well attended and gave much satisfaction.

NORTH CAROLINA.

From letters of Hon. Charles H. Mebane, the zealous State Superintendent, and from other sources, extracts are given: —

"The results of the fund spent for the last year are very encouraging at High Point Graded School and the State Normal College. The Washington Graded School was run last year by private subscription, aid from the State to duplicate \$500 of this subscription, and the aid received from the Peabody Fund. The cause of this was some technical defect in the Act of the Legislature by which taxes were voted. The men who were for schools went down into their pockets and carried it on, anyway. The results in our Colored Normal Schools were, in some instances, better than ever before, but upon the whole discouraging and unsatisfactory. I have advised the coming Legislature to combine the seven schools into three good, strong, effective schools. I find the pupils get a smattering of several things and do not know anything as they should. I shall ask that the State Board of Examiners, which includes myself, shall prescribe the course of study for each of these schools. They want algebra, and so on, when they cannot tell how much six dozen and three eggs are worth at twelve and a half cents per dozen. This actually occurred in my own experience this year in one of these schools. It makes me sick at heart when I think of children going to such teachers, asking for bread and having stones given them.

"We have had County Institutes in many counties. These meetings are good for giving enthusiasm, life, and inspiration to our teachers, but they can only last four or five days, and can never do the work of a regular summer school. We have never had a well-developed, strong class of public school teachers. Why? Our teachers, as a class, are in the work for only three or four years. The young men use it as a stepping-stone to law, medicine, or some of the professions that have a living in them. The girls, many of them, teach without definite plan and study for a year or so until they marry, and so on."

Mr. Atkins, the efficient and worthy President of the colored Normal and Industrial School at Winston, writes :

"We are now looking forward to the opening of our new session, and it gratifies us to inform you that we have a most encouraging prospect. We are assured that our attendance, especially of boarding pupils, and of those who will enter our advanced classes, will be very much increased. Our attendance last year represented fifteen counties, but it will be much more widely distributed in the next year's pupils. We shall have the advantage of our excellent new building, and we have taken special steps, as to the appointments, especially by strengthening the Faculty, so as to do far better work than we have ever done. We are very glad that we have had the help of your suggestions in forming our ideal, which includes the very best work by the very best methods, and our endeavors to attain this ideal will be unceasing. We can assure you that the aid which we have received has been a great help."

MISSISSIPPI.

✓ Because of the resignation of the Superintendent and the yellow-fever panic at the capital, no report has been received. From letters I learn that excellent results followed the summer's work in the Institutes.

"The excitement incident to the yellow-fever scare in June, together with the demoralization resulting from the war, decreased the attendance upon the Institutes, but that fact in no wise indicates a flagging of professional zeal on the part of our teachers. In the First Mississippi Regiment, 78 of our school teachers answered the President's call for troops. Last spring the school children of Mississippi, in respond to an appeal from me, donated \$1,800 for the starving Cuban children. These matters I mention, that you may better understand of what stuff our teachers and school children are made."

Distribution of Income since October 1, 1897.

ALABAMA.

Florence Normal	\$1,800.00
Troy "	1,600.00
Montgomery "	1,500.00
Tuskegee "	1,500.00
	<hr/> \$6,400.00

ARKANSAS.

Teachers' Institutes	2,000.00
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FLORIDA.

Institutes	1,200.00
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GEORGIA.

Milledgeville Normal	\$2,700.00
Athens "	1,800.00
Institutes (colored)	1,200.00
	<hr/> 5,700.00

LOUISIANA.

Natchitoches Normal	\$2,400.00
Shreveport	500.00
Institutes	1,300.00
Alexandria	200.00
Robeline	100.00
	<hr/> 4,500.00

MISSISSIPPI.

Institutes	3,000.00
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21,500.00

NORTH CAROLINA.

22,800

Greensboro Normal	\$3,000.00
Winston	400.00
Elizabeth City	300.00
Franklinton	200.00
Fayetteville	300.00
Plymouth	150.00
High Point	300.00
Washington	200.00
	<hr/>
	\$4,850.00

SOUTH CAROLINA.

Winthrop Normal	\$2,900.00
Clafin University	700.00
Institutes	1,500.00
	<hr/>
	5,100.00

TENNESSEE.

Institutes	1,200.00
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TEXAS.

Sam Houston Normal	\$2,500.00
Prairie View	500.00
Institutes	1,300.00
	<hr/>
	4,300.00

VIRGINIA.

Hampton Normal	\$2,000.00
Farmville "	1,200.00
Petersburg "	500.00
Institutes	1,200.00
	<hr/>
	5,200.00

WEST VIRGINIA.

Normal Schools	\$300.00
Institutes	1,800.00
	<hr/>
	2,100.00
Dr. A. D. Mayo	150.00

45,700

PEABODY NORMAL COLLEGE.

Salaries	\$14,300.00
Library	300.00
	<hr/> \$14,600.00

SCHOLARSHIPS.

Alabama	\$1,761.91
Arkansas	1,988.53
Florida	1,080.30
Georgia	2,191.94
Louisiana	1,750.32
Mississippi	1,501.52
North Carolina	2,116.72
South Carolina	1,513.34
Tennessee	3,813.76
Texas	2,896.05
Virginia	2,407.45
West Virginia	1,476.65
	<hr/> 24,498.49
Total	\$84,798.49

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Oct. 1, 1898.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report, which was referred to Messrs. FENNER and SOMERVILLE as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Dr. Green, it was —

Voted, That the investments of capital belonging to the Trust made during the past year by the Treasurer, with the approval of the Finance Committee, be ratified and confirmed.

The Standing Committees were then appointed as follows: —

Executive Committee : Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, Hon. JAMES D. PORTER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee : Hon. WILLIAM M. EVARTS, Hon. WILLIAM WIRT HENRY, Hon. JOSEPH H. CHOATE, Hon. GEORGE PEABODY WETMORE, Hon. HENDERSON M. SOMERVILLE, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Judge FENNER, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct, and properly vouched; which report was accepted.

Bishop WHIPPLE made a motion that the sum of \$500 — if in the judgment of the Executive Committee it is practicable — be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. Green, it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

In behalf of the Committee appointed at the last Annual Meeting to visit the Peabody Normal College at Nashville, Bishop WHIPPLE made a partial report, and asked for further time. On motion of Governor PORTER, Dr. GREEN was added to the same Committee.

The Hon. J. L. M. CURRY was unanimously re-chosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary.

It was also voted that the next meeting of the Trustees be held in New York, on the first Wednesday of October, 1899, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

APPENDIX A.

To HON. J. L. M. CURRY, *General Agent of the Peabody Education Fund*:

I BEG leave to transmit through you to the Trustees of the Peabody Education Fund my eleventh annual report as President of the Peabody Normal College.

First of all, I desire to record my sense of hearty gratitude to you for your repeated expressions of confidence and sympathy, which have both "lightened my burdens and strengthened my back." Whoever is charged with working out a difficult problem under new and exacting conditions must sometimes feel an oppressive sense of isolation, which can be relieved only by the moral support of his superiors in office. Along with a desire to perform my duties in such a way as to secure my own self-respect, I have had an ambition to approve myself to you and to the Trustees as a good and faithful servant. ●

The twelve years of Dr. Stearns's administration may properly be called the period of organization. A normal school was an institution new to the South ; and the first task, the *magnum opus*, was to plant it, — to bring it into sympathetic relations with existing institutions and modes of thought. How heroically and how wisely Dr. Stearns applied himself to this difficult task has become a matter of history, and will ever stand to his credit as an American educator. Following this period of organization, as a natural and necessary sequence, there came the period of development and growth ; and this has become the field of my study and effort. To be in any adequate sense fitted for such a task as this, one must needs have ever before him a policy whose main lines are well defined. Such a policy I have had as my model and guide, and in this report I desire to state, with all the brevity consistent with clearness, the ideas which I am attempting to embody in the Peabody Normal College.

If I were asked to define the mission of this institution in view of the beneficent intent of Mr. Peabody when he devised his princely bequest, my statement would be this: *To aid in the formation and recruitment of a teaching profession which should devote itself to the cause of public-school education in the South.*

As between public education and private education, the former has the right of eminent domain. The modern State, as a measure of self-preservation, has made itself a public educator. Education has become a branch of the public service, maintained and supervised at public expense, and teachers are State officials, acting under legal sanctions, and paid, at least in part, out of the public revenues. There is no interference with schools conducted by individuals, or by religious denominations; but the State has such a vital interest in the quality of its citizenship that it has become the dominant patron of education. The South is now in a state of rapid transition from private education to an education prescribed and supported by public authority; and the great problem of the day is the creation of a teaching class competent to administer this branch of the public service with intelligence and skill.

There will never be a teaching profession in the exclusive, compact sense in which there is a legal or a medical profession. Teaching is a profession of the military type. As all who bear arms are not professional soldiers, so all who teach are not professional teachers. In both cases there is the regular and the volunteer, the former educated at some West Point, the other trained for a brief service in some camp by official experts. The regular has a vocation, and remains permanently in the service of his country; the volunteer's service, however valuable and important at the time, is merely an incident in his career. The institute, the training class, and the county normal school are in scholastic life what the soldiers' camp is in military life; while West Point and Annapolis are typical of the higher institutions devoted to the education of professional teachers, the characteristic feature of whose course of study is the history and science of education.

As I understand it, the prime function of the Peabody Normal College is the education of professional teachers, as distinguished from the training of volunteer teachers; or, in more definite terms, the preparation of men and women to become teachers and guides, endowed with powers of initiative and command, rather than the

preparation of men and women to do the more mechanical work of the schoolroom.

Of course all the men educated at West Point do not become actual military leaders, but the course of education is such as to make of every man a possible leader,— the typical quality aimed at is leadership. Similarly, the aim of normal schools of the higher type is leadership; and, while it is not possible for all their graduates to reach this high vocation, it being dependent on circumstance as well as on ability, those who fall short of it are still qualified for efficient service as subordinates.

It goes without saying that the prime, the fundamental qualification for teaching service of high value is scholarship. It is true that there are some poor teachers who are good scholars, certain moral or mental defects operating to defeat success; but it is certain that no one need hope for permanent and growing success in the teaching profession without the instincts and habits, and some of the attainments, of the real scholar. To secure and retain professional standing, a teacher must earn the confidence and respect of the better educated people in the community in which he lives. The vocation of teaching will not become a recognized profession until in the popular mind the terms "teacher" and "scholar" become synonymous. It is a very significant fact that the "trained" teacher adds little to the repute of the teaching profession, it being understood that "training" at best implies mere technique, or manual dexterity, and carries with it the suspicion of shallow learning; just as elocution, the noble art of vocal expression and interpretation, has fallen into disrepute through the performances of young persons who mistake sound for sense and gesticulation for eloquence. The spirit of the age has set in strongly towards the mechanical, the empirical, the practical. This spirit has become rampant in normal schools. Teachers are no longer to be educated, but "trained;" and this "training" is to be done in "laboratories," where students are encouraged to operate on children. The inevitable but deplorable consequence of this fad is that normal schools have lost the respect of educated men, and it is very commonly taken for granted that a teacher "trained" in these schools is a man or woman of slender scholarship, who expects to succeed by "devices" and "methods." There seems to me but one way to rescue the vocation of teaching from this false position,

and this is to return towards the older conception that a teacher must be a gentleman and a scholar. Over the entrance of every normal school there should be this legend: "Teaching: the noblest of the Professions, but the sorriest of Trades."

It is for the reasons here set forth in outline that one main line of my policy in the administration of the Peabody Normal College is the purpose to make some degree of liberal learning the professional endowment of each graduate; to hold fast to the doctrine that teachers are to be educated rather than trained, and that scholarly habits and instincts are of more value than empirical devices and methods. Seeing that the teachers are the real guardians of the State, why should we set for them a lower standard of attainment than that which Plato prescribes for the guardians of his ideal republic? "Lovers, not of a part of wisdom, but of the whole; who have a taste for every sort of knowledge and are curious to learn and are never satisfied; who have magnificence of mind, and are the spectators of all time and all existence; who are harmoniously constituted; of a well-proportioned and gracious mind, whose own nature will move spontaneously towards the true being of everything; who have a good memory, and are quick to learn; noble, gracious, the friends of truth, justice, courage, temperance."¹

Surely this ideal is scarcely attainable in any school of the present, but it may be approached; and who will say that it is not wise to lure our pupils forward as far as possible on this pleasant way?

But a school may be addicted to liberal learning of this high type and still not be a school for the professional education of teachers. A teacher must first of all be a scholar both in attainment and spirit, but in addition to that knowledge which every well-educated man should possess, he must also have that special and specific knowledge which distinguishes the teacher from the mere scholar. All the professions stand in the same case. The lawyer, the physician, the clergyman, must be scholars, but each must also have that special knowledge which fits him for the practice of his profession,—knowledge which educated men in general need not have. There is knowledge of this specific sort for the teacher's professional use, and it is this which differentiates

¹ "Republic" (Jowett), 475-487.

a normal college from a college of the ordinary type. The history and the science of education ; the principles of school organization and school management ; the science of education values ; school hygiene and school legislation ; the construction of rational courses of study for schools of various grades ; the principles of school supervision, — these and kindred subjects comprise a vast field of study and constitute a body of special or professional knowledge of larger volume than that which enters into the education of the clergyman or the lawyer. It is a distinctive aim of this college to communicate to its students as much of this knowledge as its limited teaching force makes possible. Our scheme of instruction now offers ten courses of professional study of four months each. Five of these courses are required of every student as a condition of graduation, while the other five are optional or elective. Additional courses of professional instruction would be offered if a larger teaching force would allow it ; but even as it stands, it is not believed that any normal school in the country offers a course of study that is more truly professional, or that gives its students a better equipment for a high grade of teaching service.

It is believed that the best way to teach a liberal art is to teach the essential doctrines and principles that underlie that art. Law, medicine, and theology are taught on this plan. It is legal science that the student learns at the law school ; and it is out of this science, on the occasion of actual experience, that he must evolve his art. At the medical college it is the science of medicine that the student learns. He may visit patients with his preceptor, and may witness surgical operations at the clinic ; but while a student, he is not allowed to administer medicine to the sick, nor to practise surgery upon the wounded. It is out of his science and his observation, when his professional course is terminated, that he must evolve his art. In those vocations in which the hand is principally concerned, the handicrafts and trades, an art is doubtless best learned empirically, by assiduous manual practice ; but in those higher employments where the major or exclusive effort is mental or spiritual, an art is best learned by first compassing the science which underlies it. Now teaching is an almost purely spiritual act or art, scarcely involving the manual or muscular dexterities at all, but in its real essence

closely akin to the supremest of human arts, the art of lofty living ; but it is the procedure in all ethical systems first to master a theory of life, and then to evolve out of it, through daily experience, a corresponding art of living. The Sermon on the Mount is pure precept or doctrine, first promulgated and learned on authority and then expanded into all the phases of righteous living. "First know and then do," was one of the oldest and wisest precepts of Greek philosophy, and it would be well if we could turn aside from such misleading cant as "We learn to do by doing," and recast our modes of teaching on the basis of a principle that is catholic and statesmanlike. Whether in the making of a horseshoe or in the construction of a treaty, the point of departure is knowledge ; and as we rise in an ascending series through the grades of activity lying between these two extremes, the empirical element in instruction gradually diminishes until in the last member it dwindles to the zero point. In the category of human activities teaching is to be classified with statesmanship rather than with blacksmithing.

A school of children is now universally regarded as a necessary adjunct to a normal school. In most cases this supplementary school is employed as an experimental or practice school (now known in *fin de siècle* terms as a "laboratory"), in which students are supposed to serve a sort of apprenticeship in teaching ; while in other cases it is simply a well-organized and well-taught school, in which students observe models of good school work as done by competent teachers, and known as a model school, or school of observation. The Peabody Normal College has such a supplementary school, containing about three hundred pupils, representing eleven grades of the typical public school, occupying five schoolrooms, and taught by five teachers. It is employed, not as a practice school, experimental school, or "laboratory," in which students experiment on children and thus "learn to do by doing," but as a school that may serve students as a model which, in whole or in part, they may reproduce in their own practice, and which represents to them, in the concrete, what the theory of the school had before represented to them in the abstract.

My objections to the use of the supplementary school as a "laboratory" are as follows : —

1. A school taught by a rapid succession of pupil teachers cannot be a school worthy of imitation and reproduction.

2. Insistence on technique tends to defeat the culture aim of education. If study is to beget scholarly instincts and habits, knowledge must be pursued for its own sake, in an atmosphere of freedom and repose.

3. The formal prescriptions and arid criticisms of the training school foster a dreary and lifeless routine that defeats the main purpose of education, — the love of learning and the quickening of the intellectual powers. Teachers and pupils attain freedom only through truth, and the larger the truth the greater the freedom. Rules have their place in education, but they should follow principles, not precede them, and much less supersede them. When teachers are very ignorant, rules are doubtless more serviceable than general principles; but in a school where professional teachers are being educated such ignorance is not to be presumed.

4. Except under extraordinary conditions an experimental school cannot give to students what may be called an experience in the honest sense of this term, much less an amount of practice equivalent to an apprenticeship in teaching. After what term of service may one be called an experienced teacher? The very lowest minimum that would seem to me to justify such a declaration would be ten weeks, or fifty days of five hours each, making two hundred and fifty hours in the aggregate. Let us suppose each of the five teachers employed in the Winthrop Model School to devote three hours a day to practice work. This would yield seventy-five hours a week, three hundred hours a month, or two thousand four hundred hours a year. There are one hundred and twenty students to share this opportunity, so that the maximum experience of each student is only twenty hours, or four days. In other words, it would require a school of ten times our present teaching force to afford our students the minimum of practice that would constitute an experience in teaching. I know of no normal school provided with a supplementary school large enough to furnish its pupils with enough practice work to constitute a real experience in teaching. It is almost a pure illusion to regard a few days of such practice work as a training in the art of teaching.

5. At best, the conditions under which this experience is gained are so peculiar, so abnormal, that it may fairly be questioned whether it is not a disadvantage rather than a real help. There is no virtue in experience *per se*; it may be very helpful or it may be very harmful, all depending on the conditions under which it takes place. In order that a young teacher may turn his experience to profitable account, the following conditions should be supplied: The school, or the class, should be his own; he should work in the light of some clearly conceived principle; there should be present to his mind some ideal as a model for imitation; he should work with composure, with nothing to stimulate his self-consciousness; whatever criticism is passed on his work should be sparing and judicious, and administered in private.

In the practice school the class taught by the student is not his own; it very recently came to him from a fellow-student, and will soon pass into the hands of another student. He teaches in the presence of official critics, pencil and note-book in hand, who are present for the express purpose of criticising, and who, therefore, *must* criticise. These critics being his fellow-students, what probability is there that their criticisms will be wise and just? Besides, what chance is there that the work of this tyro will be done with serenity and composure? What veteran teacher would expect to succeed in the presence of four or five official critics? I have witnessed this practice teaching in normal schools of the best class, and I have purposely understated the adverse conditions under which students attempt to learn the art of teaching in these pedagogical "laboratories."

An easy calculation has shown that our supplementary school of children cannot furnish our large classes with practice work enough to constitute even the semblance of real experience, but it is large enough and complete enough to serve as a concrete whole to be observed, studied, and imitated. This is the original notion and intent of a *normal* school; that is, a school organized and taught in such a way as to serve as a *norma*, measure or pattern, by which its students are to try their own schools.¹ Naturally, students will teach as they have been taught, and their first impulse will be to make their schools like the one with which they are most familiar;

¹ *Normal School*, a school whose methods of instruction are to serve as a model for imitation (Webster).

and if the students of a normal school were all destined to organize normal schools of their own, no other rule or pattern would be necessary; but as other and different schools will require their skill, a supplementary school for observation and study becomes a necessity. Without such a corrective and guide, a college education might disqualify a student for work in a primary or a secondary school. The importance of having a wholesome school, well graded, well governed, and well taught, as an organization to be studied and comprehended, will readily appear when it is recollected that probably three-fourths of our students had never seen such a school previous to their entering college. To all such our Model School is a concrete, living object-lesson.

In the school, as in the Church and in the State, there is the conservative party, holding that the roots of all true progress reach far back into the soil of the past; that there should be no break in the continuity of life; that a better future is to be a gradual and equable evolution out of a good past; that the first duty of the reformer is to interpret with becoming reverence and modesty the past achievements of the good and the wise: and the radical party, holding that revolution is the main instrument of progress; that the first and main duty of the reformer is to destroy; that each new generation must discover for itself by experiment and induction the principles of human conduct; and that universal unrest is the sign and condition of human progress.

Listening merely to the noise that is made in the educational world by the loud-voiced and not over-modest reformer, we might conclude that the school is in a very bad way, that nothing has really been settled in the way of principles and methods, but that the whole scholastic *régime* is to be created *de novo*. A striking phenomenon of the times is a rapid succession of educational fads, some philosophical, some methodical, some enduring for a season, others disappearing after a fitful effort to maintain an existence. A favorite vocable to conjure with has been "Apperception." It is sufficiently vague to be attractive, and sufficiently indefinite to accommodate different shades of interpretation. Competing, but less fortunate fads, have been "Concentration," "Interest," and "Congruity." These form a sprightly troop of hobbies, each for a season the favorite of an enthusiastic group, but all the subjects of unforeseen and vexatious mishaps. No one can predict the

events of the coming season, but the course will certainly have its varied attractions. This is the way we go ; but what a pity that the noblest of the professions should be subject to such ignoble conditions of growth !

Just now the hobby of the normal school is the so-called "laboratory." This term, deliberately chosen, marks the height or the depth of the experimental method as applied to education. The name is pathetically suggestive. Children are *material*, and on this material young men and women are to operate for the double purpose of making discoveries in infant psychology, and of learning the art of teaching by the experimental method. As vivisection, so much in vogue in biology, rediscovers from year to year, at the cost of numberless lives, what is well known in physiology ; so the "pedagogical laboratory" rediscovers truths in the mental life that in one form or another have been well known for centuries. It is barely conceivable that, after countless experiments and disasters, some essentially new truth may be added to what is already known ; but it is infinitely more probable that in each bushel of new chaff there will be found only the one grain that in kind is as old as the Pharaohs and their mummies. It is so easy to assume that there are no ancient landmarks which our forefathers have set ! So modern and so scientific for each callow scholar to mark off the highways of knowledge with milestones of his own devising ! But the supreme pity is that this laboratory method as applied to education may become sporadic, and so, little by little, unsettle and corrupt public opinion as it bears on human interests of such infinite moment that no method should be tolerated which is not conservative and cautious. Seeing that education is the architectonic or master art, it should be the most conservative of all the arts ; of all human institutions the school should be the one the least addicted to change, the least exposed to innovations. To be conservative is to be neither stationary nor retrogressive, but to be wisely circumspect and cautious while adapting old methods to new needs. It is the school that is piloting the race across the centuries, and its hands should ever be held firmly on the helm, and its eyes steadily fixed on the compass. In such a voyage experiments in navigation are not only perilous, but criminal.

I may have taken too much space to say that in the administra-

tion of your College it has been my set purpose to impress upon it the spirit of a wise conservatism, to inspire all its students with a decent respect for what they inherit from the past, and with a resolute purpose to create better conditions of life for their successors on the earth.

Since the writing of my last report the College has suffered the loss of two of its best friends, Dr. William P. Jones and Dr. J. Berrien Lindsley. Both as member of the General Assembly and of the State Board of Education, Dr. Jones served the College with marked ability and with the most uncompromising fidelity. In accordance with your advice, he was the first man whom I consulted when I went to Nashville to inquire into the status of the College, and your own high opinion of him was fully justified by my subsequent acquaintance with him.

Dr. Lindsley inherited from his illustrious father the most enlightened views concerning the higher professional education of teachers, and by his wise and enthusiastic co-operation with Dr. Sears he was largely instrumental in perfecting the establishment of the College within the old University organization. At that early day he foresaw, as but very few did, the possibilities of a school supported by the Peabody Board of Trust, the State of Tennessee, and the Trustees of the University of Nashville.

Without encumbering this report with the usual statistical table, I will state in brief that the aggregate enrolment was five hundred and seventy-six, the largest in the history of the College.

In conclusion, I beg leave to say that this growing school necessarily has growing needs. We are in pressing need of larger space, of a larger teaching force, of a larger number of new books, and of better facilities for the teaching of science.

Respectfully submitted,

WILLIAM H. PAYNE,
President.

NASHVILLE, TENN.
Sept. 1, 1898.

APPENDIX B.

ADDRESS MADE BY HON. J. L. M. CURRY, LL.D.,
BEFORE THE CONSTITUTIONAL CONVENTION
OF LOUISIANA, FEBRUARY 14, 1898.

MR. PRESIDENT AND GENTLEMEN OF THE CONSTITUTIONAL CONVENTION, — Put the shoes from off your feet, for the place whereon you stand is holy ground. We speak of royal prerogatives and of the divine right of kings and of our sovereign lord and lady, and approach the anointed ones with uncovered heads and bended knees, as if in the presence of superior beings. In America, we reject such impious claims and hold that government is of the people, by the people, and for the people. A constitutional convention is the embodiment of popular sovereignty. Except under the limitations of the moral law and the prohibitions of the federal constitution, and, possibly, some restrictions embodied in the law summoning this body, this body is sovereign, and its civil power is unlimited. Its decisions are ultimate. For expediency sake, but not of right, they may be conditioned on popular approval, but such an appeal is not essential to validity. The people are the source of political power, but they act through delegates or representatives. It is not our political theory that power resides in the people, *en masse*. If so, a constitution would not be needed. The people do not meet in promiscuous assemblage to enact and interpret and execute laws, not merely because they cannot, but because they ought not. The fundamental law is more stable than ordinary legislative action. It reduces to written law, defines and guarantees the rights and liberties of the people, and makes them secure from the mal-administration of their subordinates. It contains the grant, distribution, and limitation of the various public functions with proper safeguards, scrupulously respecting the rights of a healthy conscience, and avoiding privi-

leges to classes. It avoids what is temporary and local and looks to what is permanent and general. It incorporates into organic law, as contradistinguished from mere statutes, what looks beyond the present and fugitive to what is stable and essential, to what is the life and well-being of the commonwealth. Your ordinances will be the prophecy of the history, and will predestinate the character and destiny of this commonwealth for generations to come. In laying superstructures you cannot too cautiously build on solid foundations. Education subserves the most enlightened policy, is the basis of wealth and strength, the chief means of prosperity, the profoundest security of the State. An enlightened and moral people is the best constitution of a State. A State governs from without; a school from within.

2. This honor is not misconstrued as a personal tribute, but is gratefully appreciated because it is intended as a recognition of the beneficent services of the Peabody and the Slater Education Funds. The Peabody Education Fund, from its genesis, has maintained a close relation with Louisiana. Such honored names as Bradford, Taylor, Gibson, and Fenner appear on the Board of Trust. As far back as 1868, and continuously since, substantial aid has been rendered to schools, and there is not a town of any size in the State which does not appear on the list of beneficiaries. The aggregate sum of \$155,000 has been paid to the State, and this year there will be an additional appropriation of nearly \$5000. More than half a million of dollars have been appropriated from the Slater Fund to the negroes of the south, and Louisiana has received a proportionate share of this amount.

3. Few of those who hear me can form any conception of the dark and perilous days of the reconstruction period. Dr. Chaudrey, in his able work on the struggle between President Johnson and Congress over reconstruction, lays bare, with honest pen, the extremes of public opinion and public demand, even to the destruction of the States as political entities, by a "congressional aristocracy," which, in its imperious, disdainful, and revengeful legislation, absorbed all executive and legislative powers. Emancipation, as a military expedient, under the pressure of a prolonged and doubtful and costly conflict, was followed by measures which President Garfield declared to be "laying hands on the rebel governments, taking the very breath of life out of

them, putting the bayonet at the breast of every rebel at the South, and leaving in the hands of Congress utterly and absolutely the work of reconstruction." These acts annulled the State governments, enfranchised the negro, and disfranchised the largest and best portion of the white people. Cumulative to the violent punitive measures, stimulated by fanaticism and party policy, — for Mr. Sumner said: "It will not be enough if you give suffrage to those who read and write: you will not, in this way, acquire the voting force which you need there for the protection of unionists. You will not secure the new allies who are essential to the national cause," — there came a horde of carpet-baggers to prey upon the conquered section. The most revolting scheme which was suggested and urged, most irritating and dangerous, was the proposition for mixed schools, the co-education of the races, the late masters and the late slaves, Caucasian and African, in the same schools and with the same teachers. This was vehemently pressed as an amendment to the Civil Rights Bill, and the leaders in power, flushed with victory, would accept no compromise and take no denial. The South was in an agony of apprehension, and the pathway of the future was enshrouded in gloom and despair. Some fanatical persons, not to the "manner born," led in the crusade to plunge our society into bitterest race antagonism and maddening chaos. On the 25th of February, 1865, Senator Sumner moved a resolution offering civil and political rights in Louisiana, regardless of color or race. This agitation, this revolutionary overturning, was prosecuted for several years, and South Carolina, as said Dr. Sears, was afflicted like Louisiana with the curse of trying to have mixed schools. In this critical condition, so alarming, so pregnant with untold evil, Dr. Sears felt constrained to go twice before committees and leading members of Congress and utter a voice of warning against such a fatal step, and use his influence to secure the defeat of so much of General Butler's Civil Rights Bill as related to mixed schools. He saw the friends of the bill in the House, and leading senators — "not Sumner nor his trained negroes, but Morton, Buckingham, and others who will see," so wrote the grand old man to Mr. Winthrop, "that the objectionable clause is left out or changed, or that the bill is defeated in the Senate. I saw the President (Grant), who viewed the subject as you and I do, and told General

Butler, while I was at the White House, that it was unwise to attempt to force mixed schools upon the South." So the poisoned chalice passed from our lips, and to Dr. Sears, the General Agent of the Peabody Education Fund, my predecessor, was Louisiana indebted for rescue from this incalculable evil.

4. The object and aim of the Peabody Education Fund, from the beginning to the present hour, without cessation or change, has been free schools for the *whole* people, neither more nor less. In his letters of gift, Mr. Peabody directed the application of the benefits "among the entire population" of those portions of his country which had suffered most "from the destructive ravages and not less disastrous consequences" of the war, "without other distinction than their needs, and the opportunities of usefulness to them." Exclusion of one race by the other would react in favor of the excluded. Mutuality of benefit was wise, patriotic, statesmanlike. A State cannot afford an ungenerous and unequal discrimination among her citizens. Free education finds its support and justification in the noblest impulse of our nature — sharing with the disinherited our heritage of beauty, art, literature, religion. Hence our public galleries, museums, libraries, parks. Not sufficient to offer these benefits, as many have not the capacity nor the means of enjoying them. We must lift up the individual into the life of the species, so that he may share the accumulations of the past. There should be the expansion of the horizon beyond the narrow limitations of the animal to the universal, the spiritual, the divine.

Occasionally suggestions are heard that school revenues in their distribution should be confined to the race paying them. To me, that seems unwise, unjust, suicidal. Aristides said a certain proposal was inexpedient because it was unjust. The consequence of such discrimination would be the closing of the negro schools in nearly all the parishes, and what then? Ignorance more dense, pauperism more general and severe, crime, superstition, immorality rampant. Louisiana cannot afford nor survive this experiment. "The free man's freedom to-day," says Dr. Small, "is evidently a struggle with severer and more relentless contingencies than slaves, as a class, have encountered in civilized countries in modern times." Two races, with equal civil privileges, far removed from one another in civilization and mental condition, neither extruding

nor absorbing the other, cannot occupy the same territory, with safety for free institutions, with stable progress for either race, if one, especially the one with aggravated downward tendency, is kept in crass ignorance. Both must suffer. An ignorant, purchasable, vicious voter (and ignorance is the poisonous fountain of corruption) cannot, by his own volition, confine the consequences of his conduct to himself or family or community or race. Misfortune and crime are contagious. When the negroes were slaves their owners had moral and legal responsibilities, and the subject race was restrained by kindness, authority, subordination. Even then the people were not without some apprehensions of conflict. Now the danger is a thousand times more serious, if one half the citizenship be kept by arbitrary and hated law uneducated and hopelessly inferior. How can you adjust the relations of a higher and a lower race, each with the same rights and privileges, while the government, democratic as to one, cannot be safely made democratic as regards the other?

Race antagonisms seem to be inherent, alienations and hostilities inextinguishable. Racial inequality and ostracism assume a thousand phases, direct and forcible, or evasive and adroit. In Russia the power of the government is evoked to insure repression or exile. In Paris and Algiers, soldiers and police are summoned to protect the Semitic race. That most acute and philosophical observer of peoples and institutions, Mr. Bryce, says that in South Africa, between blacks and whites, there is little community of ideas, little sympathy, a strong feeling of contempt for the blacks, springing from physical aversion, from incompatibility of character and temper, and apparently from human nature. North as well as south of the Ohio we find this racial exclusivism and enmity. The negro in New York, Boston, Philadelphia, Chicago, — whatever the laws may decree — is no more accepted as an equal than in New Orleans. Fiske, in his late book, "Old Virginia and Her Neighbor," says: "In the decade preceding our Civil War" he heard preached, in a Connecticut pulpit, a defence of slavery, on the ground that the negroes were "a people of beastly living, without God, religion, law, or commonwealth." Vol. 1, p. 16. Public opinion, instinct, revolts at, forbids, the breaking down of the middle wall of partition. I am not here defending or accounting for the separation. It is sufficient for the purpose of my argu-

ment that it is enduring, ineffaceable, but my contention is that the separation does not decide adversely the question of education. That rests on considerations apart, remote, distinguishable from this aversion to social blending.

The negroes, unlike alien immigrants, are here not of their own choosing, and their civil and political equality is the outcome of our subjugation. Neither their presence nor their civil equality is likely to be changed in our day. The negroes will remain a constituent portion of Southern population and citizenship. What are to be our relations to them? Are they to be lifted up or left in the condition of discontent, ignorance, poverty, semi-barbarism? Shall one race have every encouragement and opportunity for development, for higher civilization, and the other be handicapped and environed with insurmountable obstacles to progress? Are friction, strife, hatred less likely with the negro, under stereotyped conditions of inferiority, than by the recognition and stimulation of whatever capacities for progress he may possess? Shall we learn nothing from history? Do Ireland and Poland furnish us no lessons?

5. Let us look at this question of free education from a view of self-interest. (a) Intelligence and integrity are the basis of our free institutions. Germany educates, in part, for military strength, for improvement in power and influence. A French statesman said the German university conquered at Sedan. After the battle of Sadowa, Austria reformed her school systems and doubled the ratio of school attendance. With maximum of education we have maximum of liberty and minimum of government. Representative institutions are said, in an able periodical, to have collapsed in the Old World and the New. Elections to the Senate, delegations to nominating conventions, obtaining offices as rewards for partisan services, tricks that are dark and mean in obtaining franchises, charters, and trusts, and other such like crimes, create distrust and suspicion as to the excellence of our boasted systems. The ballot-box has not proved to be the panacea for all ills. It is often a miserable travesty on the elective franchise, if election mean voluntary choice, independent judgment, and action. A ballot may mean — in Philadelphia, Chicago, Cincinnati, Augusta, and other places, we know that it does mean — a money price, a sale as of a pound of meat in a market, a transfer for a consideration of the

noblest prerogative of a freeman. Therefore, ignorance in the ballot-box is perilous. Massachusetts, Connecticut, Rhode Island, South Carolina, and Mississippi have rightly imposed an educational qualification, applicable to both races, for "universal suffrage has no anchorage except in the people's intelligence." Massachusetts requires of voters a prepayment of taxes, and her Constitution limits voting and office-holding to those who can read the Constitution in the English language and write their names. Suffrage is not a natural right nor a legal, logical, or necessary attribute or consequence of citizenship, and a majority of citizens, the women and minors, do not vote. It is a conventional privilege, a matter of expediency and good government. The Declaration of Independence is commonly misquoted—all men are created free and equal. Such a broad statement is not to be found in it. What is in it, is not true. Men are not created equal. There are endless inequalities, diversities, and distinctions in the human race, and in every species of the human race, and the necessity of government arises from the disparity in the powers and faculties of different individuals. Freedom is a dearly bought privilege. It and suffrage should be a reward of merit—a goal to be attained: a prize to be won—after discipline, labors, struggles, victory. This is true civilly and politically. Liberty should be the noblest and highest reward bestowed on mental and moral development. The contest for freedom has been the hard-fought struggle of centuries. To him that overcometh, liberty may say, will I give. In the days of reconstruction, the elective franchise was flung with criminal prodigality into the crowd as pearls among swine. Attach, if you please, the restraining qualification upon suffrage; make it a boon, a reward for intelligence and industry; affix to it any conditions you please which the public weal may demand, but do not make it impossible to attain unto the privilege. That would be dishonest, and neither communities nor men can afford to be dishonest. Integrity, veraciousness, is the basis of character, the condition of success, national and individual. (b) Education is an indispensable condition of wealth and prosperity, the chief agent for augmenting our material resources. Your wealth is not in soil, in cotton, sugar, salt, or your great inland sea. Far richer is the wealth that lies in intelligent industry, energy, thrift, the moral and patriotic character of the people, and, therefore,

the State cannot afford to sacrifice three-fourths of its population by allowing them to go uneducated. You need skilled labor, the inventive faculty, directive intelligence. Men who are to ply machinery, practise useful arts, cultivate the soil, other things being equal, are successful in proportion to their intelligence. Wages are regulated not so much by muscular strength as by mental capacities. The stupid and ignorant are unemployed, are to be found lazy loafers on your streets or the banks of your lagoons. A man is worth what the amount of his intellect and his character is worth. The best political economy, the most effective agency for increased and remunerative production, for individual and national wealth, is the free school. It will not do to say that you are too poor to educate the people. You are too poor not to educate them. Ignorance and wealth, ignorance and prosperity, ignorance and civilization never dwell together, have no concord. Dr. Harris, the distinguished head of the bureau of education, whose wisdom and efficiency minister to the pride of every American, says: "The total production of the labor of the people of the United States for 1880 was about forty cents a piece a day for each man, woman, and child, but the production in Massachusetts, with its average of seven years of 200 days each of schooling for each inhabitant, was nearly double that of the average for each inhabitant of the whole nation. The population of Massachusetts is 4 per cent, and its production is 8 per cent of that of the whole nation. Who that looks at modern productions of industry and considers how much of it is due to machinery, and considers further the dependence of machinery for its management on alert and educated intelligence, can fail to see the relation of the schools of Massachusetts to its phenomenal production of the items of wealth?" Carroll D. Wright gives average product of industry at \$1.03 per day, two and a half times the average of the United States. In October, 1897, I visited a school in Boston, with 2500 children, 1200 Jews, 600 Italians, and the remainder a medley, all of parents of foreign birth. The city pays \$30 a head for each child in school, or \$75,000 a year, to make good citizens of these aliens. The State makes \$250,000,000 a year: one-eleventh of the voting population pays the taxes: *ergo*, it pays the people who pay taxes to educate the children of those who do not pay taxes. The

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curse of the South has been ignorant, stupid, uninventive, uninterested labor. The former slaves are now free, but we need not perpetuate the curse. A pestilence, miasma, cesspool, breeding disease, is no more contagious nor pestiferous than ignorance. We are tethered to the lowest stratum of society. We must lift up our environments, and we can no more disassociate ourselves from them than we can refuse to inhale noxious malaria. It is said by some that they do not deny education: they only refuse their money for the schools. "Let them educate themselves," is the cry. The federal government, wickedly, cruelly, refused to help the South and meet the obligations resulting from emancipation, and threw the burden of preparing the freedmen for citizenship on our unaided shoulders. This was very shortsighted, unpatriotic, and wrong, but the lack of intelligent patriotism in Congress does not release us from State obligations, nor avert the perils with which illiteracy menaces us and the whole country.

Ordinary statistics are deceptive and often subject to explanation, but the school census shows the average number of days attended by each pupil in Louisiana as 71.3, and the per cent of colored illiteracy as 72.1 and of white as 20. In the table showing the rank of illiteracy, 1890, Louisiana is lowest, having a rate of 45.8. In the last thirty years, the North has contributed some \$30,000,000 for the education of the negroes. During the same period the South, through the public schools, has contributed between \$80,000,000 and \$90,000,000. Never a better investment.

The South must apprehend clearly, confront boldly, and effectually remove the danger. As you build levees against overflows and adopt health precautions against epidemics, so it is the duty of the State to take the matter of illiteracy in hand for self-protection. The law provides for the greatest general good when individual effort cannot or will not provide. Hence, we have paved and lighted streets and a supply of pure water. Education is one of the great fundamental interests of human society, an essential element of social existence, of the individual, State and national prosperity, and a branch of human life and institutions standing side by side with business, politics, and religion. Individualism is a noble sentiment, largely the basis of religious and

civil freedom, but it should not monopolize the functions of civil society. "Hands off," *laissez nous faire*, is not the whole duty of statesmanship. The government has the right and duty of self-preservation, of taking positive steps for the welfare of the people, can conscribe the poor and the rich, all for the country's welfare. Man is a true citizen only with the mastery of all his powers, and when they are fully developed society and the churches have then none too much. Education is a legitimate tax on property, and a State is under imperative obligations to take so much of this property as may be necessary to equalize school privileges and provide such facilities as has been demonstrated to be best for the child, qualifying for the highest duties of citizenship. Governments, proportionate to their intelligence and public spirit, are caring for schools, public and normal, colleges and universities. Who can calculate the benefit to wealth, science, literature, statesmanship, civilization, honor, which Massachusetts has derived from Harvard, Connecticut from Yale, Rhode Island from Brown, Virginia from her university? Strike out the record of their achievements, direct and indirect, and what a chasm in the history of four States! Your normal and universities, crowned by the Tulane, with its wealth of scholarship and possibilities, are making an indelible impress for good upon society and institutions. Many parents cannot, some will not, educate their children. Individuals and churches cannot. Very often the greater the need, the less the capacity to bestow. Nowhere does education, however liberally endowed, rest on a satisfactory basis of universality and efficiency. Even with public free schools, the benefit will reach slowly, if ever, the masses of civilized mankind. The State can educate the entire population in the rudiments better and cheaper than private schools can one-half. The expense of private schools is enormous, benefiting only a few and insuring a criminal waste of time and money and energy. There are schools for girls, not a few, where the annual cost ranges from \$500 to \$1500.

It is said that the "negroes vote wrong." Well, so do others. The argument, pushed to its logical results, will divide white people into classes, taxpayers and non-taxpayers, and you will cease to educate the poor whites.

6. Whatever optimists may say, the negro problem is a dark

and perplexing one. To aid in its solution, education must be along different lines, having industrial and trade schools, and incorporating manual training into all of our schools. In hundreds of schools in this country and Europe, shop work, with drawing, has been introduced to insure practical education, and that "balanced relation of hand and head work which produces results far transcending" in value those of pure academic training. The technical course has a demonstrated utility as an element of success, in awakening dormant powers, in discovering a boy to himself, in wage-earning, and in the struggle for existence, because it makes the student careful, prompt, regular, self-reliant, and skilful. As all know, the hardest and humblest kinds of work were allotted in other days to the negroes. "The white people lost in great degree the habit of performing manual toil, and acquired the habit of despising it. A white boy would not do what he could get a black boy to do for him." Our instruction has been too largely for the leisured and professional classes. The pupils have been educated away from useful toil, productive employments, and consequently the South, for want of directive intelligence and skilled and diversified labor, has been impoverished. What is commonly taught in university, college, and high school creates a trend away from manual labor, a contempt for it, while very much of the common school education is useless, or grossly inadequate, so far as may be needed to prepare for the duties or needs of everyday life. It is impossible to divorce the mind from manual work, for no kind of such work is purely mechanical or automatic. Science is involved in every process. Machinery multiplies productiveness, but requires intelligence for management.

7. Whatever other people may do, the South must keep her covenants. In the protracted war between the States she lost all but her honor. Patience, fortitude, courage, sacrifices, nobility of our men and women, history, poetry, romance, can never describe nor imagine. A great English statesman and jurist has said that the progress of civilization and free institutions will be tested by the admiration shown for the life and character of Washington, the illustrious Southerner. General Lee possessed "a lofty and serene sense of duty that never swerved from its path, that never felt the touch of a meaner ambition, that knew no aim

save that of guarding" the rights and sovereignty of the States and of the freedom of his fellow-countrymen. The Johnstons, Jackson, Beauregard, the Hills, the Lees, Stewart, Gordon, Maury, Buchanan, Semmes, and scores of privates and officers, equally left stainless reputations. Whatever else may befall us, as their descendants let us keep our plighted faith, honor, veraciousness, unstained and unsuspected.

Dr. Curry was listened to attentively, and was greeted on his conclusion by an outburst of applause.

PROCEEDINGS

OF

THE TRUSTEES OF THE PEABODY EDUCATION FUND.

THIRTY-EIGHTH MEETING OF THE TRUSTEES.

NEW YORK, October 4, 1899.

THE Trustees met at the Fifth Avenue Hotel this day, at 12 o'clock, noon.

There were present: Messrs. WHIPPLE, the Second Vice-Chairman, and GREEN, PORTER, MORGAN, COURTENAY, HENRY, SOMERVILLE, FENNER, GILMAN, and WETMORE; and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted, when a prayer was offered by Bishop WHIPPLE, who, on assuming the duties of the chair, spoke as follows:—

We miss the presence of our honored Chairman, one who shared the love of our great founder, Mr. PEABODY, and who is the last survivor on the Board of the original Trustees. Our hearts go out in tender sympathy for him in his long illness. I know of no greater trial than for one who stood in the forefront of the nation, who is honored and beloved by all for his devotion to the country, to spend long, weary months in the sick room, bravely and patiently waiting for our Father's call to the other home.

We will send him our messages of love and assure him that his faithful services will never be forgotten.

Only one word more. You know that for some years I spend my winters in the South, and I know, perhaps, better than some of you the blessed results which have come from the beneficence of Mr. PEABODY and from the wise labors of Dr. CURRY, our General Agent. A new life is seen everywhere. Grave problems are to be met, but Christian hearts will solve them by a wise Christian education.

On motion of Judge SOMERVILLE, it was —

Resolved, That this Board express to the Hon. WILLIAM M. EVARTS its deep sympathy with him in his long illness, and gratefully remember his faithful services in the administration of the Peabody Trust.

Bishop WHIPPLE then announced the resignation of Ex-President CLEVELAND as a member of the Board. In his note he writes: "I find it very inconvenient, and sometimes impossible, to meet the other Trustees at their meetings; and I am unwilling to remain in a relation where I can be of so little service." The resignation was accepted with regret; and on motion of Governor PORTER, President MCKINLEY was elected unanimously to fill the vacancy thus created.

Mr. EVARTS was re-chosen Chairman of the Board; and Chief-Justice FULLER was re-chosen First Vice-Chairman, and Bishop WHIPPLE, Second Vice-Chairman.

Dr. CURRY, the General Agent, then presented his Report, which was accepted, and ordered to be printed as usual.

REPORT OF HON. J. L. M. CURRY,

GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

UNFORTUNATE as is the fact, hurtful as it is to the cause of public education, rotation in the office of School Superintendents, to satisfy party or personal obligations, still continues and seems to be remediless. The Superintendency has been changed in South Carolina, Alabama, Mississippi, Texas, Arkansas, and Tennessee. Some of the changes were due to proper causes, and the new officers are discharging their duties with fidelity and intelligent enthusiasm.

In 1884, the Trustees authorized the preparation of bronze and silver medals, and their distribution among worthy pupils in the public schools. These rewards of merit were well executed at the Mint in Philadelphia, and have been given away until the supply has been exhausted. The size of the medals, the disapproval by many teachers of such stimulants, and other hindrances to the ends sought by the Trustees, may help them to decide whether a new supply of these testimonials shall be provided.

The usefulness and popularity of the Peabody Normal College continue undiminished, and the Annual Report of the faithful and beloved President will be read with interest. The birthday of Mr. Winthrop is celebrated in conjunction with "Rose Day," and this year was signalized by addresses, the presentation of pictures, and the distribution of flowers. Among the portraits was one of Chancellor Payne, a merited tribute from the students and the faculty.

Being urged thereto by the General Agent, Dr. Payne has visited Normal and other Schools in Alabama, Georgia,

South Carolina, North Carolina, and Virginia. A royal welcome was given by former pupils, and by teachers and school officers, and to them his presence and addresses were a benediction. The Normal College has its alumni in all the Southern States, and their love for *Alma Mater* found grateful expression in doing honor to him who had been an inspiration to their noble lives. The suggestion and urging of the visit grew out of the conviction of the benefit and necessity of a closer correlation between the great Peabody Normal and the State institutions engaged in the similar work of teaching teachers how to teach. Pre-eminently useful as has been the work of the College, it cannot take the place of the separate State Normal Schools which are integral parts of the State-school systems. The Fund aids, with discriminating liberality, the great central Normal, but it aids as well, in a more limited degree, the State Normals whose establishment it stimulated, and whose work it has wisely fostered. A harmful impression prevails among a few persons that the Trustees are under an obligation and a promise to endow the Peabody Normal, at an early day, by the gift of the larger portion of the capital of the Fund. That the Trust will take care of this favorite beneficiary has been amply shown in the past, but the early and inflexible rule to help only those who help themselves has been applied to States as well as to communities, to Normal as well as to less influential schools. In 1891, Mr. Winthrop, in his annual address to his associates, said: "A well-deserved monument to Mr. Peabody will have resulted from our appropriations and labors for training teachers for the whole South," but such is "not the purpose of our proceedings in the fulfilment of our Trust." "The preparation of teachers for all the Southern States, through scholarships at a common university or college, has been and still is our great aim, and the Normal College at Nashville is only in the legitimate line of Peabody work, while it provides for the training of such teachers. All its provi-

sions for other objects and larger culture must come, and hitherto have come, from other sources than the Fund which we hold in trust." At its last session, the Legislature of Tennessee, by a large vote, appropriated \$25,000 to the College and \$2,500 for Teachers' Institutes.

It would be injustice not to mention and to praise the valuable services of Dr. A. D. Mayo during the last year. For nineteen years he has been engaged in what he properly calls "A Ministry of Education in the South," and those who know best what he has done have the highest appreciation of its utility. At the solicitation of the General Agent, he has visited six of the Southern States, and delivered instructive and stimulating addresses before schools and colleges and the general public. Of late, in addition to general work, he has, by request, made a thorough inspection of the methods of operation in several prominent schools, and his suggestions of reform have been wise and worthy of adoption.

As will be seen from the Reports of the Superintendents, the States show a steady increase in school revenues, and a patriotic purpose to enlarge the efficiency of the public schools. There has been a deep and wide-spread excitement in the South, produced by atrocious crimes, the summary and illegal punishment of criminals, some racial friction, and political action; but the people, in their passion, have not lost sight of the fact that, whatever other changes may be needed, it would be a fatal retrogression to destroy or impair the methods devised for universal education. One wonders how slowly great reforms are effected. When arguments, clear and unanswerable, have closed, long periods sometimes elapse before reason and right materialize into statutes. Prerogative and privilege, strongly entrenched in custom or law, reluctantly yield every inch of vantage ground. Religious tests, turning private opinion into civil crime, shelter themselves in "society," or the opinion of bigoted coteries, after they have been effaced

from law. England, with all her civilization and wealth, passed an Education Bill as late as 1870, and then as a compromise retained illiberal and discriminating injustice.

The Trustees of the John F. Slater Fund, at their annual meeting in April last, requested the Chairman of the Educational Committee to present to this body a paper "respecting the educational and industrial needs in the Southern States at the present time," and to ask your "co-operation in publishing such a paper" adapted to general circulation. The founder of the kindred Trust, in his letter of gift, acknowledges that he was led to his benefaction by the act of Mr. Peabody and the success of your work. Between the two Boards, partially identical in membership and purpose, there has been uninterrupted and useful co-operation.

At Capon Springs, West Virginia, there was held in June an educational conference where assembled and deliberated some experienced and sagacious educators of both sexes, and some prominent clergymen and men of business, who felt that education at the South was of unspeakable importance and demanded the best thought and energies of the whole country. This Conference had especial value "as a means for the exchange of opinion and stimulant of thought and effort, and as a clearing house of information." The proceedings elicited much comment in the public press. An Executive Committee was recommended whose chief duty it should be "to study conditions in detail, and to ascertain such facts with regard to Southern education as will make more clear what methods and agencies are to be encouraged, and what to be avoided and reformed." The general tenor of opinion and discussion, developed in the assembly, may be gathered from the following resolutions.

"*Resolved*, That the education of the white race in the South is the pressing and imperative need, and that the noble achievements of the Southern commonwealths in the creation of common-school

systems for both races deserve not merely the sympathetic recognition of the country and of the world at large, but also give the old and high-spirited colleges and universities of the South a strong claim upon a generous share of that stream of private wealth in the United States that is enriching and vitalizing the higher education of the North and West.

"Resolved, That the conference recognizes the discernment and wisdom of the pleas that have been made in its sessions for the encouragement of secondary schools in the South as a necessary link between the common schools and the colleges, and that it recommends the subject as one urgently appealing on the one hand to the counties and peculiar localities, and on the other hand to the framers of the educational system and policy of the States.

"Resolved, That in the development of industrial education upon lines now well established by noteworthy models, the conference recognizes a basis for hearty and united co-operation on the part of all friends of Southern education, and further recognizes a hopeful means toward the better working out of existing social, economic, and racial problems."

NORTH CAROLINA.

The Hon. Charles H. Mebane, the State Superintendent, putting himself in active sympathy with the whole work of education, is recognized as a forceful leader. His Report to the Legislature is a document full of valuable information. The children of school-age number 623,400; the total school revenue is \$824,238.00. The Assembly passed a local taxation law, allowing townships to vote upon the question of taxation to an amount not exceeding 30 cents on the \$100 of property, and 90 cents on the polls. An appropriation of \$100,000 direct from the treasury was made to the public schools. These acts have some significance as showing "a renewed pledge to the idea of universal education." The high schools and colleges received proofs of legislative favor. The Superintendent held five Institutes for colored teachers, with such favorable results as to jus-

tify a larger expenditure next year. The urgent request for consolidation of colored Normal Schools was not granted. Schools misnamed Normal are deceptive, and what is taught in them can be better taught in graded schools. The Normal and Industrial College at Greensboro, in the scope and character of the work done, in its large patronage — ninety-four counties enjoying its benefits — maintains and increases its deservedly high reputation among the Normal Schools of the country. The able and indefatigable President says : —

“ Beginning in 1892 with dormitory capacity for less than 150 boarders, with only fifteen recitation-rooms in the College building, including chapel, President’s office, and Physician’s office ; with a teaching force of fifteen, including assistants, and with an enrolment of 223 students, the Institution has steadily developed until, at the end of its sixth year, it had dormitory accommodations for about 350 boarders, 25 rooms in the main building, a teaching force of thirty, and an enrolment of 437 regular students, besides 188 pupils in the Practice and Observation School, 14 non-resident students in Stenography, and 44 specials in cooking, — making a total of 683 receiving instruction from the faculty of the College. The records show that during the six years about 31 per cent of the regular students defrayed their own expenses without help from parents ; that 66 per cent would not have attended any other North Carolina college ; that about 81 per cent received their previous training partially or entirely in the public schools ; and that, including the enrolment of new students this year, the total number of matriculates will be about 1600. Of the 118 young women who have received the College diploma during the past six years, all except six have taught since their graduation. About 100 graduates of other colleges have been among the students, and they usually come for special work in the Normal or in some Industrial Department. Every city public-school system in the State, from Asheville to Wilmington, has given employment to our students. About twenty students each year earn their board and laundry by carrying for the dining-room. No servants do any work in that room.

Ten students care for it in the forenoon and ten in the afternoon, and all do their college work when not so engaged."

ARKANSAS.

The Hon. J. J. Doyne, who has entered upon his work with zeal and efficiency, says :—

"Permit me, in the name of the citizens of Arkansas interested in education, and of the teachers who are alive to the needs of our State along this line, and, consequently, are striving to render themselves more proficient, to thank the Trustees for the aid extended in the Peabody appropriation.

"While our Legislature, at its last session, failed to make any appropriation for the maintenance of Summer Normals, it must not be concluded that the majority were not deeply interested in the success of our schools, and were not willing to do all that seemed to them best for the support and advancement of the same. Many causes militated against the renewal of the appropriation ; especially were three elements at work potently : the politician, the demagogue, and the low-grade teacher. In the four years past, in which the State set to work to aid the teachers in self-improvement, and required that they take advantage of this assistance, and attend the Summer Normals, the grading of teachers has undergone quite a change for the better. Thus in 1895, the first year of the Summer Normals, there were in the State 3074 first-grade teachers ; in 1898, this number had been increased by nearly 1000. Our State contains seventy-five counties. Owing to the limited fund at my disposal, it was impossible to hold an Institute in each county, and thus the counties were grouped as nearly as practicable into twos, and a place, conveniently situated, was selected in each of the thirty-four groups for the Institutes for white teachers, with an enrolment of 1547, and in the fifteen groups for colored teachers, with an enrolment of 761. To each of these Institutes, a competent instructor was sent, who for five days conducted the work after an outline prepared by the Department.

"I found the teachers active and interested, and in each of the forty-nine Institutes resolutions, indorsing the Institute and

thanking you for the kindness shown, were passed. In many counties in which no Peabody Institute was held, the teachers arranged for Institutes to be paid for by them, while in several counties in which these Peabody Institutes were held, the session was extended to two, three, and in some instances, four weeks, the teachers bearing the additional expense. This determined effort on their part to do for themselves, at a sacrifice, what the State had been doing for them, augurs well for their success in their profession. The Legislature appropriated for the Branch Normal School at Pine Bluff for the next two years, \$9300, and for the Normal Department at the University, \$4250.

✓ "You will pardon a slight digression at this point, in order that it may be seen, in some measure, what the State is doing for the negro, as on this question the public likes to be informed. I quote from the latest information attainable.

Total tax paid by the State last year	\$2,621,538.31
Total tax paid by the negroes last year	\$132,111.20
Per cent of tax paid by the negroes . . . . .	.05
Total scholastic population last year	466,563
Total negro population last year	129,398
Total paid for teachers' salaries	\$1,065,287.00
Estimated amount paid for negro teachers' salaries	\$234,362.00
Estimated per cent of school money expended for negro education . . . . .	.22 "

GEORGIA.

The development of the school system in Georgia has been very interesting. The enrolment for 1896-97 was 446,177 against 381,297 in 1889-90, and during this period, the average school term was extended from 83 days to 116, and the expenditures increased from \$1,190,000 to \$1,765,000. Under a local tax system which is being widely adopted, four counties and thirty-eight cities or towns have schools which are sustained on the average for nearly nine months in the year. In other places, the term is usually about 100 days, or equivalent to five months with 20 school days in each. There are some serious failures to place the whole system on a high plane;

but, under the able management of the Hon. G. R. Glenn, there is the prospect of hopeful improvement. His Report is a frank expression of well-considered views, and it is better that it should be given in full : —

“ The greatest change in our educational situation in Georgia since my last Report is the rapid conversion of our people in favor of manual training in the schools. There was scarcely a paper read at the State Teachers' Association that did not favor the introduction of manual training, wherever practical. At the recent meeting of the State Agricultural Society, Mr. Hoke Smith, former Secretary of the Interior, made a notable address in favor of the introduction of manual training in all of the schools. The president of the society has also made some excellent addresses on this subject. *is it ? months,*

“ Four of our city systems, Columbus, Atlanta, Newnan, and Athens, will embody a course of manual training for every grade at the opening of the fall session. In two counties, the Boards of Education have instructed their teachers to prepare themselves for this addition to our school work. The conviction is growing that the brains of our children must be developed through the hand as well as through the eye and ear. The motto has come to be, ‘ Learning by doing, as well as learning by seeing and hearing.’ I do not mean to imply that we shall lay less stress upon what has hitherto been known as the ordinary elementary branches, but we shall lay more upon the training of children in nature studies, free-hand drawing, modelling, etc. We are beginning to see that the children must be trained at school to do things, as well as to think things, and that the conversion of our vast resources of raw material into manufactured products that the world wants, must be done by skilled labor, the foundation of which must be laid in our common schools. In the Normal Schools at Athens and Milledgeville, more stress is laid than ever before on this important matter. Both of these schools, supported in part by the Peabody Fund, have had very great prosperity so far as numbers go. The enrolment at Milledgeville has been over four hundred, and at Athens more than six hundred. It will not be many years until all of our

schools can be supplied with teachers that have had more or less manual training.

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The only discouraging feature in our educational outlook is the attitude of the popular mind in regard to the education of the negro. Many of our leading men openly express the opinion that to educate the negro is to disqualify him for any position that will be open to him in this country. We have so many awful tragedies in recent years, that the conviction seems to be growing that the only remedy is the separation and entire isolation of the negro race. In the atrocious crimes committed by the baser elements in the negro population, almost without exception, so far as any reliable testimony can be gathered, the criminals are not only ignorant, but beastly and brutal because they are ignorant. Stress is laid upon the fact that these criminals are almost always under thirty-five years of age, born, therefore, since the war; and the deduction is immediately drawn that the negro has retrograded morally and spiritually since the shackles were struck from his limbs. It is unquestionably true that in many sections of our State, especially in the sparsely settled rural districts, our women are in a state of constant alarm.

When it is recalled that the negro under the discipline of slavery never committed one of these modern crimes, it is, perhaps, not surprising that the hasty conclusion is drawn that education of the negro race has not helped to improve the morals of the race. What I fear most is that our people, excited to frenzy by the continued assaults upon defenceless women by these uneducated and brutal beasts, will start a war of extermination upon the entire race.

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If it be true, as has been alleged, that no educated negro has ever committed this nameless offence, then it would be better for the Southern States to spend millions of dollars annually in educating every member of the race, rather than that one woman should suffer, or an irresponsible or lawless mob should wreak its brutal vengeance upon the brutal author of the heinous crime. It is said that the negro was safe and law-abiding as a slave largely because the brain-development he got came through his hands. He was universally a producer of something, and

was constantly kept employed. If we now had compulsory attendance upon well-organized manual-training schools everywhere in this country, we would find in a few years the right solution to all of our troubles. Certain it is that brutality in any race cannot be removed by shot-guns, nor by the lyncher's rope. It cannot be tortured out nor burned out. If the teachings of our Christian religion and civilization are the correct teachings, it can only be educated out.

"This leads to the remark that one of the chief wants is the right kind of a teacher for the young of the colored race. A majority of the teachers among the colored people are, at the best, very poorly equipped for their work. In many cases it is the blind leading the blind. While there has been a vast improvement in recent years among the teachers of the colored race, we must remember that not exceeding ten per cent of the race has yet had any adequate preparation for the work of training the young.

"It is a notable fact that the colored schools in the South that are properly provided with the right kind of teachers have kept records of all the pupils that have gone out from under the influence of the school, and in the case of a great majority not a single graduate has yet 'gone to the bad.' This only intensifies the argument that with the right kind of teaching we could redeem the race. I must not fail to lay emphasis upon the good work that the Peabody Fund is doing for the colored Institutes in Georgia. Institutes were held this year in Atlanta, Newnan, Columbus, Americus, Cuthbert, Hawkinsville, Statesboro, Quitman, Waycross, Greensboro, and Augusta. The teachers in these Institutes have laid unusual stress not only upon the manual training for the colored child, but for a broader and deeper moral and Christian education. Another creditable feature of the Institute work has been that the teachers themselves have begun to insist that those who are unfit morally, religiously, or educationally, shall be weeded out from the ranks of the profession. These are some of the hopeful signs that appear through the rift in the clouds. If the day shall come when we can have the right kind of training for the children of this race in all of the schools, I believe that we can eliminate from the problem

Simple. So

every factor that now puzzles and perplexes us. If our civilization, our Christianity and our statesmanship combined cannot show us a way to discover and remove these unknown factors, then I see no answer to our problem."

VIRGINIA.

Full extracts are given from the Report of Superintendent Joseph W. Southall, which is so instructive that it may serve as a model for such papers: —

"Peabody Scholarships. Of the eighteen scholarships allotted to Virginia in the Peabody Normal College, eight became vacant at the close of the last session. Twenty-three persons stood the examination this year, as against nineteen last year; and the lowest average made by any of the successful contestants was eighty-four (84) per cent of the maximum valuation. The increase in the number of applicants and the advancing grade of scholarship evinced by the applicants show that these scholarships are highly prized by the ambitious teachers of the State. The services of the Peabody graduates are in great demand in the private as well as in the public schools.

"I am pleased to report that all the State Normal Schools are in a flourishing condition, and are constantly increasing in efficiency and usefulness. In recognition of the valuable work they are doing for the public schools of Virginia, the State Board of Education recently adopted a regulation granting to graduates of the State Normal Schools, and to the Virginia graduates of the Peabody Normal College at Nashville, certificates to teach in the public schools of Virginia without further examination. The visitations that I have made to these institutions, and the personal inspection of the management and courses of instruction, convince me of their high character and the valuable services they are rendering in sending out every year the best equipped teachers for the work in our public schools. In the absence of any formal report from the President of the State Female Normal School, Robert Frazer, LL.D., at Farmville, I am not able to give such a detailed account of the

work as I should like to do. Three hundred and forty-two students were in attendance, ten less than the previous year, — due, probably, to the fact that students are now required to pass an entrance examination. The course of instruction has been enriched, and the standard of attainment advanced, to keep the school abreast of the best institutions of the kind in the country. Superintendents in every section bear willing testimony to the eminently satisfactory work of the graduates of this institution in our public schools; and many of the best private schools in the State are employing them to give instruction, especially in the elementary and grammar grades.

“The State Normal School established in 1889 in connection with the College of William and Mary, while not a beneficiary of the Peabody Education Fund, has been doing such valuable service to the public school system of the State as to deserve some mention in this Report. It is the unanimous testimony of superintendents that the young men who come out from the Normal Department of this venerable college are better suited for the work in our public schools than the graduates of any other institution in this State for the education of men. This opinion finds confirmation in the increasing demand for the normal graduates of the college to fill principalships of public graded and high schools in all parts of the State.

“The Hampton Normal and Agricultural Institute has entered upon the thirty-second year of its useful life. The school has grown during this brief period to its present magnificent proportions, with its fifty-six imposing and well-equipped buildings, eighty officers and teachers, and its thousand students. In the beginning, the chief purpose of the school was to prepare young colored men and women for the work of leading their people as teachers in the public schools of the South; but as the school developed under the guiding hand of General Armstrong, the need of industrial training became more and more apparent. The establishment of the Trade School at Hampton created an epoch in industrial training in the South. Its influence has been felt throughout the Southern States. Hampton is the centre from which have gone out the forces that have built up and maintained industrial schools in the South. The ideal

that Hampton has had in view from the start is to enable its graduates to make the best use of the circumstances in which they are placed. This is the great object of education. The work-shops and the agricultural, the sewing, the cooking, the dressmaking, and the laundering departments of this great school give such instruction to the students as will best fit them for complete living. And yet it would appear that this noble institution is not so highly appreciated by the negroes of the South as it should be. Dr. Frissell, the able principal, in his admirable report to this office, says: 'There is an inclination on the part of the colored people to give all their thought and money to their churches, and to help to build up academies under denominational control, elect principals, and send them North on begging tours. The work of these academies is often very poor, and they come in direct competition with the public schools of the South, to which the Southern people are annually contributing several million dollars.' He puts the whole purpose of the Institute into these powerful words: 'Hampton is bending all its energies to create an enthusiasm for country life. The negro for the country, and not for the city; for the South, and not for the North, is its thought. . . . Young negroes are coming out from the public schools of Virginia cities and counties with a knowledge of books, but with no handicraft. Unfitted for the menial pursuits in which their parents engaged, they become vagabonds and criminals.' The aim that Hampton has in view is to send out teachers who can combine with the common-school branches practical instruction in the industrial arts. It is to be hoped that this influence will become permanently incorporated in the public schools for the white, as well as for the colored children of the State. During the past session, there were 996 students of whom 864 were negroes, and 132 Indians.

"The Virginia Normal and Collegiate Institute at Petersburg continues to do excellent work. There were 328 students in attendance during last session, an increase of twelve over the previous year. For the first time the full number of State students (200) allowed by the Act of Incorporation were in attendance. It gives me pleasure to bear testimony to the ex-

cellent management under President Johnston and his efficient corps of instructors. While the academic course of study is extensive and thorough, there are excellent courses in cooking and needlework for the girls ; but as yet no provision has been made for giving instruction in the industrial arts to the male pupils. Until this is done, the school cannot fully perform the work for which it was established.

"Summer Normal Schools. Five Summer Normal Schools were held this year, — three for white, and two for colored teachers. The graded course of instruction inaugurated some years ago was continued. This course now embraces reading, spelling, dictation, language, arithmetic, geography, United States history, civil government, vocal music, drawing, psychology, nature study, theory and practice of teaching, and methods. It will be observed that the course formerly pursued was enriched by the addition of civil government and vocal music. Early in the year, arrangements were begun to secure the best instructors and the largest attendance at all these Institutes, and the results attained exceeded the most sanguine expectations. All the summer schools for white teachers began on the 26th of June and closed July 21st.

"The Summer Normal at Fredericksburg was conducted by Professor Charles H. Winston, LL.D., of Richmond College, whose long and useful service in this work is highly appreciated by this Department and the teachers who have enjoyed the benefits of his training and administration. Of the 295 teachers enrolled, 131 received perfect attendance certificates, while the average attendance, embracing 54 counties, was not far from 230, or about 78 per cent. Dr. Winston, in his interesting report, says: 'Without going into details, or making invidious discriminations, I may speak in the highest terms of the work done by each and all of the instructors. The universal sentiment was that the instruction was practical, full, and of high order. As a consequence of this, I may say that of the many normals I have conducted, none has exceeded this one in good order, in singleness of purpose, the earnest spirit, the ready teachableness, and the devotion to work that characterized both instructors and teachers from beginning to end.'

"The Normal at Pulaski was held under the conductorship of Professor Thomas J. Stubbs, Ph. D., of the College of William and Mary; the work done seems to have been of a high order of excellence, and the teachers were enthusiastic in their devotion to duty. The total enrolment reached 187.

"*The School of Methods.* The eleventh session of the School of Methods was held in the city of Roanoke, whose people gave it a royal welcome and contributed of their means and efforts to make it the greatest summer school for teachers ever held in the South, if not in the entire country. Superintendent E. C. Glass, of Lynchburg, the founder of the school, was the Conductor, and Principal Willis A. Jenkins, of Portsmouth, was his able associate in the management of the school. The faculty consisted of Emerson E. White, Cincinnati; Principal James L. Hughes, Toronto, Canada; Miss C. S. Parrish, Lynchburg; Superintendent E. P. Moses, Raleigh, North Carolina, and eighteen others. The School of Methods has a more extensive and thorough course of instruction than is to be found in the other summer schools. In order to provide this, a small tuition fee, three dollars per session, was charged. Six hundred and ninety-four teachers were enrolled, or about two hundred more than at any previous session. Of these, six hundred and thirty were white, and sixty-four were colored, — the latter being taught, as heretofore, in a separate building. These teachers represented eighty-two counties and thirteen cities of Virginia. Teachers were present from seven other States. For the past three years, Manual Training has been taught in the School of Methods; and though the Conductor was disappointed in not securing for this subject the instructor he had selected, the work done by Professor Gutman was most satisfactory. It is the purpose of the Conductor to emphasize and enlarge this department from year to year.

"Half of the Peabody appropriation for Institutes was applied to the payment of instructors for the colored teachers, — \$500 to Hampton and \$100 to Petersburg; the balance paid to instructors for the Hampton Summer Institute was paid from the State appropriation for this object.

"*Normals for Colored Teachers.* The summer session of the Virginia Normal and Collegiate Institute was conducted by Presi-

dent Johnston, assisted by his regular faculty, beginning June 12 and ending July 7. One hundred and ninety-four teachers were enrolled; the average attendance was large, and personal inspection of the work done convinces me of its great value to those who attended the school.

"The Hampton Summer Normal began July 5 and closed July 29. It was conducted by Professor Hugh M. Browne, formerly of Washington, D. C., but now connected with the Hampton Institute. The outbreak of yellow fever at the Soldiers' Home and other causes prevent me from giving as full an account of the work done there as I should like to do.

"Three hundred and eighteen (318) teachers were enrolled, and both Dr. Frissell and Conductor Browne inform me that it was the most successful summer school ever held at Hampton.

"*The State School System.* The educational progress made by Virginia since the close of the war is the most striking and honorable feature in her recent history. The public school system of the State is not yet thirty years old, and yet few States in the Union have a better system of schools, and none with her resources can outstrip her in educational interests. The following statistics of the public school system of Virginia for the year ending July 31, 1899, will be scanned with interest:

"Schools in operation: white, 6,350; colored, 2,290. Total, 8,640. Pupils enrolled: white, 248,583; colored, 124,234. Total, 372,817. Teachers employed: white, 6,558; colored, 2,127. Total, 8,685. Value of school property owned by districts, \$3,100,000; revenue of the system: From State funds, \$983,569.95; from local funds, including city appropriations, and county and district levies, \$880,134.05. Total revenue, \$1,863,704.00. Expenditures for support of system: For pay of teachers, \$1,409,289.00; for equipment, 171,089.50.

"The State also makes liberal appropriations every year to the University of Virginia, the Military Institute, the Polytechnic Institute, and the Institution for the Deaf and Dumb and the Blind. All these institutions are reported to be in prosperous condition, and the prospect for them all is very encouraging. The Professional Course of Study which I have recently outlined for teachers whose first grade certificates are about to expire,

includes civil government, general history, English and American literature, physical geography, elementary algebra, pedagogy, and school laws. The successful completion of the course within the period of the three years will entitle the teachers to a certificate that will practically free them from further examination. I observe with pleasure the action of several of the most progressive cities in the State in declining to employ any teacher for their public schools that has not had thorough normal training.

"In concluding this Report, I desire to congratulate you on the able, wise, and successful administration of the noble benefaction of which you are the General Agent, and to express the grateful appreciation that I, in common with all Virginians, feel for the generous manner in which you have used these funds to foster the educational interests of this historic Commonwealth."

SOUTH CAROLINA.

The Hon. John J. McMahan, the new Superintendent, a young man of culture and energy, has entered upon his work in a manner that promises to signalize his administration as an educational epoch in the State. To this end he gives special thought to the problem of raising the standard of efficiency of the teachers in the rural schools.

"I must express my positive conviction that the one great field for the most effective expenditure of the Peabody money is that of training more thoroughly the teachers who now are doing the teaching in the country schools. We have three thousand white teachers and two thousand colored teachers in this State, many of them poorly fitted for the task, and all of them in need of a wider range of intellectual vision, as well as more thorough training in the subjects which they are immediately concerned in teaching. The Normal Colleges in this State cannot in this generation supply the teachers to supplant those now in the work." In execution of this idea an appropriation of \$5,000 was secured from the Legislature "for the better

instruction of the teachers of the public schools." This sum, supplemented by the Peabody grant and from other sources, enabled the Superintendent to establish a school of four weeks' session in each county, with a regular curriculum of study and recitations. The object was to give instructions in the subjects that constitute the substance of the common school course, English, arithmetic, and geography. The attendants were put regularly to work, and examinations required at the end were reported to the general office in Columbia. These summer schools have been opened to actual teachers and to persons intending to apply for teachers' certificates. A large number of promising young men and women have attended the schools with the view of becoming teachers. Many of the school boards not only advised their teachers to attend, but paid all or part of their expenses. In connection with the Winthrop Normal College was held a summer school for study and work, with an enrolment of about 400, and an exceptionally able faculty of twenty-five instructors. It was such a splendid success that Dr. Carlisle of Wofford College, "the Nestor of the school-room," said it had elevated the educational work of the State to a distinctly higher plane. Dr. Joynes, of the State College, a scholar and teacher of highest repute, with large and successful experience in summer school work, said that it made a new departure in school work in the State, and, "reflected infinite credit" upon the Superintendent. Professor Means Davis of the same College writes :

"Persons who have attended summer schools in other States declare that they have never seen better work, and scarcely ever have seen any as good. A spirit of enthusiasm pervaded every department, and both teacher and pupil were on their mettle. The personnel of the school was much above the average, and it was drawn from all sections of the State. Never before have all the teachers been brought into such close personal relations. The effect of this State Summer School is manifestly being seen

in the successful opening of the various county schools. We are indeed entering upon a new educational dispensation."

"It is in my plan to supplement the work of the summer schools by providing a course of study and instruction through the fall and winter, to be given to the teachers at the monthly and fortnightly meetings of County Associations. Teachers unwilling to profit by these opportunities will be weeded out of the profession. A general system of study and instruction for the teachers of the entire State at once sharply distinguishes the ambitious and capable from the drones." So writes the able Superintendent and adds: "The funds available for Institutes, including \$3,400 appropriated by the State Board, amounted to \$10,014, by far the largest ever yet expended in the State for that purpose. . . . A substantial beginning has been made towards introducing drawing into the public schools. . . . Eight schools were provided for the negroes, each having three instructors. The attendance has been in no case less than seventy, and in some cases over a hundred. The schools were judiciously located in the centre of the negro population, and the teachers expressed gratitude. Two thousand white teachers and about eight hundred negro teachers attended the summer schools. I trust the Legislature will continue the policy of aid, but as the Institutes began here through means furnished by the Peabody Board alone, the present large proportions of the work must be credited after all to them."

The Winthrop College, with an enrolment of 344 in college classes and 129 in the model school, had a most successful session and graduated fifty-nine of the students. A kindergarten is to be organized for the next session, in connection with the Normal department. Six hundred applications for admission to the College have already reached the President. "The College has already materially raised the standard of teaching in the State. Its graduates are sought after by the best schools, and to a large extent have met the demand of the city graded schools for progressive teachers. A large number of those trained in this college are now teaching in the country

schools." This great college for women, established by our Board, "has a handsome plant and is liberally and cheerfully supported by the Legislature." The Charleston Schools, for which a special grant was made, have done unusually well. Mr. W. K. Tate, a graduate of the Peabody Normal College, at the head of the Memminger Normal, has made his impression upon the educational forces of the State.

ALABAMA.

The Hon. John W. Abercrombie has made good proof of his interest in the responsible work committed to his hands by visits to schools, by public addresses, and by active work with "the powers that be." The last Legislature increased the public school fund from \$650,000 to something over \$1,000,000, and gave to Florence \$7,500, Troy \$5,000, Montgomery (including agricultural appropriation) \$8,250, and Tuskegee (including agricultural appropriation) \$4,500. In all the departments at Tuskegee, including 26 industrial divisions, are 88 officers and teachers, with over 1,100 pupils, representing 24 States and Territories. A new Trades Building has been completed. The instructor in Agriculture went before the Legislature, and his exhibition of methods and results excited the deepest interest. So frequently, fully, and warmly has Mr. B. T. Washington's noble work been described and commended that it seems only necessary to add that no man of his race is more honored in the whole country, or is doing more for giving to the negroes proper ideals and ambition. The Montgomery School, which receives its entire revenue from the State and the Peabody and the Slater Funds, had about 500 students, 179 male and 319 female, and is doing a very valuable work, in general and in industrial education. As the North and the South are awaking to the conviction that the African question is too big and too serious to

be neglected, too fundamental and complex to be solved by any one agency, it needs to be repeated and emphasized that this school was the first to be established by a Southern Legislature and that from its origin to the present hour its main aim has been a practical and useful education. The Troy Normal College, with 491 regular students, under the Presidency of Edward M. Shackelford, A.M., increases its high reputation, and its influence for good is recognized by all who understand its work and are anxious for the success of the public schools. The State Normal College at Florence had in attendance 325 students. Over 90 per cent of the Normal students are training for the profession of teaching, and more than 40 per cent have been teachers in the public schools of the State. The Institution is exclusively normal. Every course is designed for teacher-training. President Wilson sends an interesting Report, from which several paragraphs are extracted : —

“At the beginning of the past session, all students entering for the first time were required to stand written examinations before being assigned to any class. So far as I know, only one person declined to enter on account of having to stand these examinations, and though most of the new students have been classed at least one year lower than they expected, the enrolment has been the largest in the history of the Institution with the exception of one year. As a result of these examinations, students will have to spend one or two more years here, and the course of study has been correspondingly raised. There were seventy-four members of the Senior class, and a notable feature of the class is the large number of graduates of other institutions who came here for training in methods of teaching.

“A most important adjunct to the Normal College is the Model School, in which there are six grades with a course of study corresponding closely to that of the best elementary schools, with the addition of some special work in nature study and other branches which the resources of our school make

practicable. An expert teacher presides over this Model School, and teaches a class in each grade every day. Most of the teaching in this school is done by members of the Senior class under the direct supervision of a competent critic teacher. These pupil teachers have had at least two years of work in the study of the methods of teaching, or else they have had two, three, or even more years of experience in teaching in the graded schools of the State. They are required to submit plans for each day's work to a critic teacher who is present during the recitation and criticises the work done by the pupil teacher at the close of each school day. The fact that many of these pupil teachers have given up their positions in the graded schools, in order to become better teachers, argues for their worth. They are in no sense making experiments upon the victimized child, for their plans of teaching are formulated in accord with approved and tried methods. Nor does this training in methods by any means stifle individuality in the character of the young teacher, but, on the contrary, develops that quality, as this is constantly insisted upon by the critic teacher. The pupil teachers are not alone responsible for the teaching of the grades; the principal looks after the physical and moral welfare of the pupils, and teaches one class in each grade every day. This Model School, which exists in part for the benefit of the pupil teacher, would fail of its aim in this direction, were the teaching nothing more than unguided experiment. In order that it shall afford valuable training to the young teacher, the utmost care is taken that it shall be in fact, what it is in name, a model school. The number of pupils is limited and places are eagerly sought in this school, where tuition is charged, though there is in the town of Florence one of the State's best graded schools. The aid furnished from the Peabody Fund has enabled us to have the Model School, and to supplement the salaries of the professors in the various departments, thereby securing teachers of first-rate ability. This Institution stands for thorough, accurate scholarship, and to attain this it has insisted upon a faculty whose members have had not only normal training, but work in real universities. Your aid has made it possible to keep up this high standard in our faculty. I beg leave to thank you, most

heartily, for the encouragement and support we have derived from your addresses on the occasion of your visits to this place ; they will serve for many years to come, as an inspiration to better teaching on the part of both faculty and student teachers."

LOUISIANA.

From a full report of the Hon. J. V. Calhoun, whose efficient labors have produced most valuable results, some interesting extracts are given.

"School Legislation.—The memorable address which, at our solicitation, you delivered before the Convention assembled in February, 1898, to write a new constitution for Louisiana, was followed in a short time by constitutional and legislative enactments from which have flowed and will continue to flow great advantages to our whole system of public education.

"The old State Constitution contained nothing conducive to the advancement of the public schools of the State ; it provided for them no certain revenue ; it permitted the co-education of the races ; it allowed the annual appropriation for schools to be fixed by altering circumstances, and the caprice of the General Assembly ; it legalized special taxation for purposes of public improvement, the construction of bridges, court-houses, jails, repairing of public roads, and like good objects, but not for the purchase of property for educational purposes, the erection and furnishing of schoolhouses, the payment of teachers, and the general improvement of local school work. The meagre annual appropriation for the schools of the whole State voted by the legislature was reduced one-fifth by a constitutional provision requiring the payment out of the current school fund of the yearly interest on the funds derived from the sale of lands granted by the United States for the promotion of public education in the State, the amount of which interest was sixty thousand dollars a year.

"The new State Constitution requires the General Assembly to levy an annual poll tax of one dollar upon every male inhabitant of the State between the ages of twenty-one and sixty years

for the maintenance of public schools in the parishes where it is collected, and by this clause we are assured of an addition of from thirty to forty thousand dollars per annum to our school money. The State tax on property for all purposes whatever was limited to six mills on its assessed value, and county, municipal, or public board tax to ten mills on the dollar of valuation; by the terms of our new constitution, any parish (county), municipal corporation, ward, or school district may levy a special tax in excess of said limitation, not to exceed in any one year ten mills on the dollar of valuation, for the purpose of giving additional support to public schools and erecting public school-houses, and furnishing and equipping them, and aiding local education in every possible way. This authorization given by the solemn voice of the constitutional representatives has animated the localities like an act of independence from old restraints, and police juries and town councils are everywhere, at the request of the property holders, levying special taxes for their schools, some two, some three, and not a few five extra mills for education. Certain troubles occasionally met have been obviated for the future by the constitutional requirement of separate schools for white children and negroes. Schools for kindergarten training are permitted to children under six years of age. The means of securing good local supervision has been afforded by the removal of the old constitutional restriction of the salary of parish superintendents to two hundred dollars a year. The legislature now leaves to the parish school boards to fix the salaries of parish superintendents at any annual sum between two hundred and twelve hundred dollars. A charitable provision is made in favor of indigent pupils in the City of New Orleans whereby the City School board is required to appropriate not less than two thousand dollars a year to furnish such pupils with necessary books, free of expense.

"The old constitution determined no fixed rate for the support of the schools by the State; the present instrument directs that not less than one and a quarter mills of the whole amount collected under the six mill tax be set aside for the public schools. The sources of revenue of the parish (county) school boards are: Current School Fund, Poll Tax, Annual Appropriations of Police

Jury, Corporation Tax (Towns and Cities), Rent of School Lands, Interest on 16th Sections, Fines and Bonds. All fines imposed by criminal courts for the violation of penal law, and the amounts collected on all forfeited bonds, are to be applied to the support of the Common Schools. The new constitution directed the State Legislature to order a new enumeration of the children in the State between six and eighteen years of age; the legislature of 1898 enacted that the State Assessors should make a careful canvass of their parishes, writing down the name, age, ward, race, and sex, of every child enumerated, and swear to the correctness of their returns, for which, upon approval of the State Board of Education and the State Superintendent of Public Education, they are to be paid by the parish school board at the rate of four cents for each educable enumerated.

"By the returns of the Assessors to the State Auditor for 1898, the whole number of educable children in the State between six and eighteen years of age was: white, 178,604; colored, 191,986.

"By the third section of the Suffrage Article of our new constitution no one can vote at any election unless he is able to read and write the English language, and give proof by a prescribed test that he is able to do so; or, in lieu of this qualification, is the bona fide owner of property, real or personal, assessed to him on the assessment rolls of the current year to the amount of three hundred dollars, and the taxes due thereon have been paid. This is a wholesome provision from our educational point of view, and must eventuate in diminishing the number of our illiterate white males, and compelling them all to learn to read and write, and to send their children to our schools. We shall watch with interest the effect of this stimulus upon those portions of our State where for long years, among even our white inhabitants, ignorance and indolence have been more acceptable than learning and industry.

"With the close of the session of 1898-99, the *Normal School*, under the able management of President Caldwell, completes its fourteenth year. Within this time, it has graduated 326 students, and has sent out into the schools of the State perhaps an equal or greater number of undergraduates with from one

to three years of normal training. Of the 326 graduates 201 have been actually engaged in teaching in the public schools of Louisiana the past year. And it is a matter worthy of note, that of the entire number of graduates, but two have failed to fulfil the promise to teach after graduation.

"The total number of graduates for the year is sixty-one. This marks a notable increase in the number of students who complete the course of professional training offered by the Normal School. Of the sixty-one graduates, thirty-three are teachers who have had from one to six years' experience in the schools of this or other States, and several of the remainder have taught one or more terms during the intervals of their attendance at the Normal School.

"A comparison of the summary of attendance with the summaries of preceding years shows a steady advancement in the number of students having good scholarship. This indicates a growing recognition of the specific function of the school, and enables it year by year to concentrate its means and forces more closely upon the professional training of teachers.

"The attendance for the year was the largest in the history of the school, the enrolment being 459. The number of students in the normal classes was 343, in the model school, 116. An important addition to the instruction of the year has been the study of drawing, introduced into all the classes of the school, and covering the whole course. It has been demonstrated that the drawing is an actual help toward many of the other subjects of the course, particularly the science subjects and the practice teaching. Drawing has made a permanent place for itself in every part of the school."

Louisiana wisely provides a State Institute Conductor, and such an officer has wrought most helpful improvements. The work consists of local parish institutes, one week institutes, two weeks institutes, and summer normal schools.

"The aim of the work was: 1. To inspire the teachers with higher ideals and greater enthusiasm,—to fill them with the spirit of the real teacher. 2. To cause a deeper interest in

child-study and a keener sympathy for child-life. 3. To form the strongest possible bond of fellowship and co-operative love between patron and teacher, between teacher and child. 4. To give the teacher a thirst for truth and a desire to bear its messages to the children. 5. To reveal the needs of the schools and arouse enthusiasm in supplying these needs. 6. To present model lessons in teaching and exemplify the best and most economical methods of teaching the common-school branches. 7. To impart information and stimulate sustained effort in self-improvement. 8. To portray the signs and qualities of the good teacher and the ideal school, encouraging the teachers to become the one and approach the other. To a very satisfactory degree the aim was realized in the immediate good results which everywhere followed the institutes. The teachers from one end of the State to the other have felt the influence of the institute and summer-school work, and the invincible spirit of progress that has been created is everywhere urging our people and teachers onward to broader scholarship and higher culture, which must result in more liberty and better living."

MISSISSIPPI.

Hon. H. L. Whitfield, Superintendent of Public Education, writes : —

"In compliance with your request, I send you a general report of the Normals and Institutes held in Mississippi during the present summer. I cannot give you statistics or other definite information, as the reports of the directors and conductors have not reached me. The work in this State is divided into two classes — Institutes and Normals; the distinction being that Institutes of not less than five days are required to be held in each County of the State. The funds for the Institutes are raised by examination fees, and are not paid from a general appropriation, — from taxes. The Institutes have been held as usual, a syllabus having been prepared for the guidance of the conductors. In several counties the teachers supplemented the regular fund, and this extended the term. Two years ago the

legislature appropriated twenty-five hundred dollars (\$2500.00) a year for 1898 and 1899 as a supplement to the Peabody fund. Several towns and communities of the State made most generous contributions to get the Normals located in their respective localities. The distinctive feature of the work this year has been actual teaching; classes were organized and text books used. Some standard work on Pedagogy was adopted for each Normal, and as a rule the teachers bought the books. Earnest work has characterized the Normals. Two Normals located in the interior were largely attended by those whose circumstances were such that they could not get to the railroad towns. The attendance of the rural teachers has been better than heretofore. Although we feel greatly encouraged, yet we know that we have only begun the great work. There still exists in some sections a prejudice to public education. Much of this is due to the race problem. The leading teachers of the State will be called together at an early date to adopt some distinctive educational policy for the State. An attempt will be made to get more liberal appropriation from the Legislature for School purposes."

WEST VIRGINIA.

Hon. J. R. Trotter, State Superintendent, says :—

"Permit me to report to you that the Institute season in West Virginia, which began on the 26th day of May and continued until the 8th day of September, with the exception of the week beginning June 26th and the week beginning July 3d, was in very many respects the most successful we have ever had. For white teachers there were conducted in the State one Institute in each of fifty-three counties and two Institutes in each of the other counties, namely Kanawha and Jackson. In addition to these there were city Institutes in Huntington and Wheeling. There were also Institutes for colored teachers held at Harper's Ferry, Jefferson County, Bluefield, Mercer County, and Farm, Kanawha County; making in all a total of sixty-two Institutes. The liberality of the State in increasing the appropriation for Institute work from one thousand to three thousand dollars per year has enabled me to give two instructors to an Institute in

nearly every case. I was able to employ several gentlemen from abroad, in addition to those from the State, and all did very satisfactory work and have helped the cause of education. If there had been more money available I should have continued my plan inaugurated two years ago of employing a few instructors of national reputation in primary work, and trust that I may be able to do this another year. You will see that the work in the Institutes is now conducted in a more business-like way and that closer attention to the program is now given than ever before. You will note also that more liberty is given to the instructors as to the manner in which they will develop the topics. This I have found to work admirably, and to this; as much as to anything else, do I attribute the wonderful progress made in Institute work in the last few years."

TENNESSEE.

The Hon. Morgan C. Fitzpatrick, Superintendent of Public Instruction, has shown unwearied diligence, great tact, and much ability in meeting his varied duties as the head of the Department of Instruction, and as member of the State Board of Education.

"I submit herewith the Annual Report, which embraces the entire work of State Peabody Institutes in Tennessee — those aided in part by your Board and by the State. The present incumbent of this office did not assume its duties until April of this year, and, therefore, did not have at his command such information as was desirable and necessary, but he is pleased to report that the work has been most satisfactory.

"Heretofore, only four or five State Normal Institutes have been held in the State; but I found more teachers would attend, and that more satisfaction would result from the location of two Institutes in each grand division. By directing your attention to the geography of this State, you will observe that the points selected are as near as possible conveniently located and distributed among the counties.

"State Peabody Institutes for the colored were located at Nashville in Middle Tennessee, at Union City in West Tennes-

see, and in Knoxville in East Tennessee. The colored teachers being numerically very much less than the whites, it was not thought best to locate more than one Institute in each grand division for them. In upper East Tennessee there are entire counties where the colored population is not sufficient to justify the teaching of a half-dozen schools, and the same is almost true in many of the Middle Tennessee counties. It is gratifying that the attendance at the Institutes for both races has exceeded that in any prior year. The State Legislature has heretofore appropriated \$1,500 per annum for the aid of Institute work in the State, but at its last session it increased its appropriation from \$1,500 to \$2,500 per annum, which, with the \$1,200 so generously tendered by your Board of Trust, made the Institute fund for this year and for next \$3,700. In addition to this fund, each of the six towns and cities in which was located the Institutes for the whites gave \$150, which added to the other appropriations made \$4,600 as an Institute fund. I employed four instructors for each Institute, and endeavored to select the ablest and most capable and successful teachers within this State, and their work at each Institute has proved the propriety and judiciousness of their selection.

"County Institutes. Interest in education has greatly increased during the past year in this State, and now there is a live active Teachers' Association in most of the counties in each grand division of the State, and the same will aid in securing more capable teachers in the future. In every Institute, State and County, expressions of gratitude have been made by the teachers because of the continued generosity of the Peabody Board of Trust.

"Peabody Normal College. The Peabody Normal College has just closed the most prosperous term in its history. There were enrolled in the Peabody Normal College, proper, during the last year, 604 students, which, with those attending the Winthrop Model School, its preparatory department, made an enrolment of more than 900 students. This enumeration does not include students attending either the Medical College or the College of Music, which are under control of the President

of the Peabody Normal College, because as such he is made Chancellor of the University of Nashville also. The entire membership of the Peabody Normal College and of the University of Nashville makes more than 1,500 students in actual attendance. These students speak in stronger language than any which I could employ of the successful management and continued prosperity of this great Institution. Dr. Payne has been peculiarly effective in sustaining the reputation of this Institution for excellence, thoroughness, and capability in teaching. Wherever its students have worked in Tennessee, the superior, capable, and satisfactory manner in which they have performed their duties has been most eloquent testimony to the work performed by the Faculty in this Institution.

"When this College was first located in Nashville, no appropriation was made by the State. In 1881, however, the State Legislature appropriated \$10,000 annually, and a few years after increased the appropriation to \$15,000. In 1895 the Chair of American History was established and the Legislature gave an additional appropriation of \$5,000 per annum for that subject, making the entire appropriation of the State for this Institution \$20,000 per annum, which was continued by the last General Assembly. The people of Tennessee are grateful to you, the honored representative of the Peabody Board of Trust, as they are also to your Board, for the generosity which has been continually manifested for this Institution, the people of this State, and the whole South. I hope I am not mistaken in believing that your Board will find a hearty co-operation on the part of the resident Boards here who are interested in this Institution, and from the people throughout the State. I believe that they will, in the future as in the past, assume every responsibility and respond to every expectation of yourself and your Board. We desire to co-operate with you in making the College a success, and in keeping on persistently until, with one aim and one purpose, we can make the Peabody Normal College second in efficiency, second in attendance, second in power and importance to no Institution in our country."

TEXAS.

From a letter of the Hon. J. S. Kendall, the new Superintendent of the Department of Education, I learn that during the summer he has held successfully ninety-seven summer schools,—65 for white teachers and 31 for colored. Another was held with the Prairie View Normal, an institution aided from our Fund. The last Legislature gave to each of the 159 Senators and Representatives the right to appoint a student to this Normal,—two-thirds of whose expenses should be paid by the State. “Shoe-making, broom-making, and dairying have been taught, but the teaching of other industries or trades is urgently recommended. It is a hopeful indication that altogether we have had the largest attendance and the largest number of State certificates issued from these schools that have been known in the history of the State.” The Sam Houston Normal preserves its high standing and more than deserves the fostering care which from its origin has been given to it by the Trustees. The Legislature incorporated another Normal at Denton, in the northern part of the State, and from it is expected valuable assistance in building up the public schools. It may be well to give an official estimate of the permanent school fund. The Treasurer and Comptroller, about the first of August, 1898, gave an estimate as a basis for determining the distributive amount for the year. “Investment in railroad bonds, Texas State bonds, county (Texas) bonds, interest-bearing land notes, and cash, \$16,809,646. In addition, the State owns about twenty-four million acres of unsold public school lands, the value of which cannot be definitely fixed. They are now offered at \$1.00 an acre.”

The Comptroller and Treasurer, at the same date, submitted to the Department of Education an estimate of receipts of the Available School Fund.

Ad valorem school tax	\$1,540,000.00
Receipts from poll tax	530,000.00
Receipts from occupation tax	265,000.00
Penalties and insolvent collections	12,000.00
Redemptions	60,000.00
Assessments by collectors	5,000.00
Total	<u>\$2,412,000.00</u>
Less delinquent taxes, commissions for assessing and collecting, and errors in assessments	482,000.00
Net total from taxation	<u>\$1,930,000.00</u>
Interest on county, State, and railroad bonds	\$357,365.00
Interest on land notes	410,000.00
Lease of school lands	<u>315,000.00</u>
	\$1,082,365.00
Transfer from permanent school fund	\$168,000.00
Cash in treasury	<u>50,000.00</u>
	218,000.00
Total available State school fund for the year	<u>\$3,230,665.00</u>

The State Board of Education has this year appropriated for public school purposes \$3,001,069.00,—the deficit being caused by change in the law and the falling off of receipts from certain sources of revenue. The Bureau of Education calculates the value of universities and colleges, including productive funds, at \$2,683,575.00. The assessed value of the property in the State for last year was about \$854,894,795.00. There are fifteen States with larger school revenues, and five with more children of school age. Sparseness of population, in an area of 265,780 square miles, as much as New England, New York, Pennsylvania, Ohio, Illinois, Delaware, and half of New Jersey, is a most serious drawback to the efficiency of free schools. The Middle States have 120 people to the square mile, the Southern States, 22. Massachusetts has 278, Alabama, 29. Still the Empire State is dowered with a priceless boon, which if wisely husbanded and administered will enable her to educate all her children without money and without price.

FLORIDA.

The Hon. William N. Sheats sends a carefully-prepared printed report, in which he says: —

“The State Superintendent invited a committee of recognized *leading teachers* to assist in locating the schools, in making assignment of instructors thereto, and in preparing and having printed a Syllabus, prescribing a connected Course of Study extending through the two years 1899 and 1900.

“The attendance was restricted to actual teachers and to persons not less than *fifteen years of age* desirous of preparing to teach, and the number reached 534. The fact was promulgated that the schools were designed to impart professional instruction, and not intended to take the place of the regular work of Secondary or Normal schools, or to be used merely as helps in securing teachers' certificates. The design being to elevate the profession of teaching by making it more enthusiastic in its work and more philosophical in its methods, the attendance of experienced teachers was invited and encouraged. It is claimed by many familiar with the progress of this work that the schools of 1899 were in many respects superior to any yet held in this State, and they predict that results will so demonstrate.

“A special feature of the work of the Summer Schools deserving mention is the prominence given to primary work and methods. One of the instructors in each was selected because specially strong and successful in that work. A model class was organized from children in the community, and was instructed daily for the instruction of the teachers.

“It is proper to state in this report, as in all that have preceded it, that the instructions of the Agent of the Peabody Trustees have been faithfully executed, namely, to give the negro teachers fair consideration in the expenditure of the Peabody Fund. There was not the slightest discrimination in the conduct of the departments for white and black; the same teachers taught both, giving the same number of hours to each, and equally as faithful and loyal service.

“Though there were but three departments provided for

negro teachers, distributed as they were in the State, it was equally as convenient for them to attend as for the white teachers with eleven departments. This statement is partly attested by the fact that the attendance of negro teachers equalled 25 per cent of the whole number of negro teachers employed in the State, while that of the white was less than 18 per cent. It would have been useless to have established a department for negroes at more than half of the schools, as there were too few negroes in those counties.

"The Schools for Teachers have fully vindicated their wisdom and necessity. The influence in the elevation of the teaching body of this State is incalculable. The Peabody donations are entitled to all the credit for the inception of the idea, as well as for supplying the means that inaugurated the schools for the betterment of teachers. Their donations not only started the movement, but influenced appropriations by the State. It is doubtless true that there would not yet have been an appropriation for the better preparation of the great mass of public school teachers, had it not been for the *gifts* from this Fund and the conditions attending the same. The sincere friends of education and the advocates of the public schools fully realize and heartily appreciate the munificence of Mr. Peabody, and their gratitude for the work of the Agent and Trustees of this Fund is boundless."

Distribution of Income since October 1, 1898.

ALABAMA.	
Florence Normal	\$1,600.00
Troy	1,600.00
Montgomery	1,400.00
Tuskegee	1,400.00
	<hr/> \$6,000.00
ARKANSAS.	
Teachers' Institutes	2,200.00
FLORIDA.	
Institutes	1,200.00
GEORGIA.	
Milledgeville Normal	\$2,300.00
Athens	1,700.00
Institutes	1,500.00
	<hr/> 5,500.00
LOUISIANA.	
Natchitoches Normal	\$2,000.00
Alexandria	400.00
Institutes	1,650.00
	<hr/> 4,050.00
MISSISSIPPI.	
Institutes	2,800.00
NORTH CAROLINA.	
Greensboro	\$2,800.00
Winston	600.00
Public Schools	800.00
“ “	400.00
Summer Institutes	300.00
	<hr/> 4,900.00
SOUTH CAROLINA.	
Winthrop Normal	\$3,000.00
Charleston Schools	2,200.00
Institutes	1,114.00
	<hr/> 6,314.00
TENNESSEE.	
Institutes	1,200.00

164

TEXAS.

34,164

Sam Houston Normal	\$2,500.00	
Prairie View "	500.00	
Institutes	1,100.00	
	<hr/>	4,100.00

VIRGINIA.

Hampton Normal	\$2,000.00	
Farmville "	1,500.00	
Petersburg "	500.00	
Institutes	1,200.00	
	<hr/>	5,200.00

WEST VIRGINIA.

Institutes	1,500.00	
Dr. A. D. Mayo	150.00	

PEABODY NORMAL COLLEGE.

45,112.

Salaries	\$14,100.00	
Library	500.00	
Dr. Payne's Travelling Expenses	150.00	
	<hr/>	14,750.00

SCHOLARSHIPS.

Alabama	\$1,609.86	
Arkansas	2,080.85	
Florida	1,046.25	
Georgia	2,386.86	
Louisiana	1,767.25	
Mississippi	1,690.23	
North Carolina	2,261.90	
South Carolina	1,816.70	
Tennessee	3,420.91	
Texas	2,818.15	
Virginia	2,410.72	
West Virginia	1,399.95	
	<hr/>	24,709.63
		\$84,573.63

J. L. M. CURRY,
General Agent.

WASHINGTON, D. C., Oct. 2, 1899.

Dr. CURRY also offered President PAYNE's Report, which was accepted, and will be found in the Appendix.

Mr. MORGAN, the Treasurer, made his Report, which was referred to Messrs. HENRY and FENNER as an Auditing Committee; and to them also was referred the account of Dr. CURRY, the General Agent.

On motion of Dr. GREEN, it was —

Voted, That the investments of capital belonging to the Trust made during the past year by the Treasurer, with the approval of the Finance Committee, be ratified and confirmed.

The Standing Committees were then appointed as follows:—

Executive Committee: Chief-Justice FULLER, Hon. WILLIAM A. COURTENAY, DANIEL C. GILMAN, LL.D., Hon. CHARLES E. FENNER, Hon. JAMES D. PORTER, with the Chairman, Mr. EVARTS, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. WILLIAM WIRT HENRY, Hon. GEORGE PEABODY WETMORE, Hon. HENDERSON M. SOMERVILLE, Hon. RICHARD OLNEY, with the Treasurer, Mr. MORGAN, *ex officio*.

The Chairman was authorized to fill any vacancy that might occur in these Committees.

Mr. HENRY, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, and of Dr. CURRY, the General Agent, were found to be correct, and properly vouched; which report was accepted.

Mr. COURTENAY made a motion that the sum of \$500 — if in the judgment of the Executive Committee it is practicable — be appropriated for the purchase of books for the Normal College at Nashville, the same to be expended under the direction of President PAYNE, which was duly passed.

On motion of Dr. GREEN, it was —

Voted, That a special appropriation of \$500 be made to Dr. PAYNE for the ensuing year, in addition to his regular salary.

Governor PORTER said that a strong wish had been expressed that the Normal College should have a portrait of Dr. BARNAS SEARS, the first General Agent of the Board; and on his motion the whole subject was referred to the Executive Committee with full powers.

Governor PORTER having announced that it was proposed to erect a building upon the grounds of the University of Nashville leased to the Peabody Trustees, to be used as a laboratory, it was —

Resolved, That this Board has no objection to the erection of such a building by the authorities of the University.

Dr. CURRY called the attention of the Trustees, at the request of the State Board of Education of Tennessee, to the action of that body asking for the appointment of a Committee to confer with like Committees from the State Board and from the University Board of Nashville, in order that the legal status of each body may be determined, and

that a plan for the future management of the Peabody Normal College be adopted. On motion the request was granted, and Governor PORTER, Bishop WHIPPLE, and Dr. CURRY were appointed as such a Committee.

Dr. CURRY also called the attention of the Trustees to the request of the Slater Board that the two bodies should act together in disseminating information with regard to the needs of the colored race. In furtherance of this idea, Dr. CURRY was authorized to prepare a paper for general circulation in co-operation with that Board.

to the future work

Voted, That the Secretary prepare a fifth volume of Proceedings, with a portrait of Mr. EVARTS.

The Hon. J. L. M. CURRY was unanimously rechosen General Agent.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance; and Dr. SAMUEL A. GREEN was re-elected Secretary.

It was also voted that the next meeting of the Trustees be held in New York, on the first Wednesday of October, 1900, with a discretionary authority to the Chairman, with the advice and consent of the Executive Committee, to make any change of time and place which may seem desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,
Secretary.

APPENDIX A.

PEABODY NORMAL COLLEGE, NASHVILLE.

TO HON. J. L. M. CURRY,

General Agent of the Peabody Education Fund:—

I have the honor to present to you my twelfth annual Report as President of the Peabody Normal College.

The synoptical table which accompanies this Report shows the facts of enrolment from the organization of the school to the close of the last year inclusive, a period of twenty-four years. This period is naturally divisible into two equal periods of twelve years each. The first may be called the period of organization, during which the average yearly enrolment was one hundred and forty. During the second period, which might be called the period of development, the average yearly enrolment was four hundred and sixty.

At the last commencement one hundred and thirty-three students were graduated with the degree of Licentiate of Instruction, twenty-two with Bachelor's degrees, and one with a Master's degree. Fifty-two of these degrees were conferred on students from Tennessee, and twenty-five on students from Texas. The ceremonies attending this commencement were simple and unusually impressive, and the day was made memorable by the presence of Governor McMillin and State Superintendent Fitzpatrick.

It is with profound sorrow, and with a sense of almost irreparable loss, that I record the death, on July 29th, at Smithfield, Pennsylvania, of Dr. A. L. Purinton, our Professor of Physics and Chemistry, my Private Secretary,

and Secretary of the Faculty. He had been in failing health since February, but an iron will and a devoted purpose carried him through his manifold and arduous duties till the close of the year, when, for recuperation, he went to the home of his brother in Granville, Ohio, and later to his ancestral home in Pennsylvania. Dr. Purinton's service to the College can never be adequately estimated. He was clear-sighted, prompt, indefatigable, intensely loyal to his school and to his chief. He never limited himself to prescribed duties or to prescribed hours, but ever found happiness in new duties and in unexpected service. Students never had a better or a wiser friend. In sickness, in sorrow, or in trouble, they found in him the sympathy and affection of an elder brother. His benevolence was unostentatious and hearty, and was carried to the very limit of his ability. As an instructor he was abundantly versed in his science, was unusually clear in his exposition, and in the scholarly vocation "he lured to brighter worlds and led the way." His large department often required material and appliances which the limited resources of the College could not supply, but he ever accepted the situation without complaint, and taxed his ingenuity to turn his scanty supplies to the most profitable account.

At this juncture in the history of the College I have thought it wise to make two co-ordinate departments out of the large department of physics and chemistry as administered by Dr. Purinton. Accordingly, Dr. J. I. D. Hinds has been appointed to the Chair of Chemistry, and Dr. J. M. King to the Chair of Physics. Other changes in the Faculty have been made as follows: Professor S. G. Gilbreath has been appointed to the Chair of Physiology and School Hygiene; Professor C. E. Little has been promoted to the Chair of Latin; Dr. E. W. Kennedy has been made Assistant in Latin and Mathematics; Miss M. E. Hall has been placed in charge of the young

women's department of the Ewing Gymnasium, succeeding Miss Lee, who goes to China as a medical missionary; Dr. W. R. Garrett has been appointed Dean of the Faculty.

In the early winter of last year, with your generous approval, I made what the French call a *voyage scolaire* through Georgia, the Carolinas, and Virginia, visiting the following places: Atlanta, Decatur, Athens, Augusta, Charleston, Columbia, Rock Hill, Salisbury, Greensboro, Chapel Hill, Asheville, Lynchburg, Farmville, Richmond, and Williamsburg.

In making these visits I had the following purposes in view: to ascertain the general state of public education in this part of the South; to observe the work which was being done in such typical normal schools as those at Athens, Rock Hill, Farmville, and Greensboro; to notice what was being accomplished in University departments of pedagogy; and in particular to see what graduates of the Peabody Normal College are actually doing in teaching and in school administration.

Too much can hardly be said in commendation of the large schools administered respectively by Presidents Bradwell, Johnson, McIver, and Frazer. The whole atmosphere of these schools is wholesome and stimulating; the academic instruction is thorough; the professional instruction, though elementary, as it ought to be, is wisely conducted, and the whole outlook is hopeful to an extreme degree. The appointments in the school at Rock Hill, — its buildings and grounds, its lecture rooms, its chapel, its gymnasium, its infirmary, etc., etc., — are the most perfect I have ever seen in any normal school, and they reflect very great credit on the statesmanship of Governor Tillman and on the liberality of South Carolina.

As it was my privilege to occupy the first independent chair of pedagogy in an American University, and to map out a general plan of professional instruction for liberally educated men and women, it is very natural that I should

feel almost a paternal interest in a movement which now embraces nearly every University in this country ; and this interest led me to Columbia, Chapel Hill, and Williamsburg. I found the largest following in the ancient college of William and Mary, three-fourths of whose students are under the professional instruction of Professor Bird, a graduate of our College. The other departments of pedagogy that I visited are still small, but a noble beginning has been made and the outlook is hopeful.

An ancient philosopher remarks that the man who makes the axe is not the sole judge of it, but that the final verdict lies with the man who uses it. I had long wished to look at our College from the outside, to see what our graduates were actually doing in their vocation, and thus to estimate the real worth of this professional school to the South. Space forbids more than a summary of my observations, which I make as follows :

I find our graduates engaged in all varieties of school work : Professors of Pedagogy, like Mr. Bird of William and Mary ; Superintendents of Schools, like Mr. Bond of Athens and Mr. Grimsley of Greensboro ; Principals of High Schools, like Miss Sargeant of Atlanta and Mr. Tate of Charleston ; Principals of Ward Schools, like Miss Gray of Asheville ; Principals of private schools, like Miss Coit of Salisbury ; and others serving their country just as nobly by heroic service in country and ungraded schools.

I find that the teachers coming from our school, while wisely progressive, are at the same time wisely conservative, belonging to what may be called the school of progressive conservatism ; that they are not addicted to fads, but that in doctrine and method they move along the historic lines of progress, thus having for their support and guidance the net results of human thought and experience in the educating art.

I find these teachers devoting themselves to their vocation as a patriotic service and as their contribution to the

betterment of humanity. In their singleness of purpose and devotion to duty they illustrate the power and beauty of the missionary spirit. As these teachers come from the people, so, clothed with the inspiration and power coming from liberal learning, they return to the people to assist in the uplifting of human society.

I find that these teachers stand high in public esteem, that their professional services are in demand, and that their diplomas are passports to public favor and preferment.

In a word, the effect of my visit upon myself was tonic and inspiring, and though predisposed to discount the value of any work which I have been instrumental in producing, I returned to my duties with some measure of honest self-respect and with a profound love for my school and its students, old and new.

Though my visits were confined chiefly to cities and towns where the better conditions of public education prevail, still I was able to draw some reliable inferences touching the state of elementary education as administered in the rural schools, and these inferences are in the main favorable. It is doubtful whether any other section of our country has shown such marked progress in public education within such a short space of time and under such hard conditions. The first and greatest need was the creation of an enlightened public opinion favorable to the creation and maintenance of public schools. This object has as yet been only partially accomplished, but it is in process of rapid accomplishment. Wherever I went I found the public school spirit coming to the front, and the advocates of this spirit are the men and women of the highest standing in their several communities. Not only have the better informed people ceased to make excuses for the public school, but the public school is everywhere granted the right of eminent domain. I believe that the agent that has done most towards creating this better

state of public opinion is the Peabody Education Fund as employed in the maintenance of Normal Schools and Teachers' Institutes ; and wherever I went I found the visible traces of your own wise benefactions.

Macaulay says of certain teachers that they seem to have found the point up to which intellectual culture can be pushed without reaching intellectual emancipation. One has reached this intellectual emancipation when he is able to do his own thinking, to come to his own conclusions, and to solve the problems that confront him in the practice of his profession. As a rule, secondary instruction has not the breadth and the depth necessary to endow its students with the ability to do independent thinking ; it is only culture and training of the collegiate type that can produce this endowment. Now the profession of teaching has need of a certain number of men and women, and the larger this number is the better, who are competent to deal in an independent way with the educational problems that are ever coming up for solution and settlement. This is especially necessary in periods like the present, when equable progress in the art of education is disturbed by a succession of fads, each of which catches the unwary, and wastes the time and effort needed for better things. In larger and larger numbers teachers need to be educated rather than trained ; their great need is the art of wholesome and effective thinking.

In the main, our L. I. students fall below Macaulay's line of intellectual emancipation ; they have not the maturity, and their studies do not produce the depth and the breadth, necessary for catholic thinking ; to use Plato's phrase, they must walk, not by intelligence, but by true opinion, that is, by methods received on authority, and borrowed from teachers and books. Up to a certain point this process is perfectly legitimate, and much of the work done in schoolrooms will always fall under this description ; but if sure and steady progress

is to be made in the educating art, if teaching is to be in any sense a liberal art, provision must be made for enriching the profession with larger and larger numbers of liberally educated teachers. It is for this reason that I have encouraged students to extend their studies beyond the requirements for the L. I. degree, and to remain in College till they have earned a Bachelor's degree. Such students contract at least a taste for liberal learning and imbibe some measure of the scholarly spirit ; they acquire some comprehension of the educational problem and learn to treat such complex questions with some degree of judicial fairness. These men and women are now making their mark on the public education of the South, and it is my conviction that it will ultimately be discovered that the source of the greatest usefulness of this College lies in the higher region that I have now pointed out. In the main, this happy extension of the student's academic and professional education is due to the simple bit of legislation which, in the bestowal of scholarships, gives precedence to students who have already been in the College for one year at their own expense. As a rule, this simple provision extends the student's course to three years and sometimes to four.

This stimulus towards the higher learning produces another result that I think is highly creditable to our College. I mean the fact that so many of our graduates, after teaching for a while, resort to higher institutions of learning in order to give still greater extension to their studies. As I write, a letter comes to me from one of our foremost graduates of several years' standing, saying that he and his wife are on their way to New Haven, where he is to spend the coming year in Yale University in the study of advanced English, as a preparation for higher service in his profession. This is typical of many cases, and I rejoice in the fact that so many of our graduates resort to Chicago, Baltimore, Cambridge, New Haven, and Worcester. Even

more might be said, for some of our graduates go beyond seas to supplement the opportunities given in our College.

While I feel a just pride in the fact that the love of learning is prevalent in our College, I feel a greater pride in the prevalence of what I have called the missionary spirit, that spirit which measures the worth of life by the amount of good that one can do to his fellow mortals. I weigh my words when I say that this is the characteristic and animating spirit of the Peabody Normal College. The happiest letters that I receive come from devoted men and women who are serving their country and kind by building up little schools in desert places, under the stress of hard conditions that would dishearten any but the most hopeful and courageous. It would be an injustice to suppose that our graduates are satisfied only with the conspicuous and well salaried places in the teaching service. I am glad to see our teachers coming to the front and occupying places where their trained activities move over wide areas; but I am even more delighted to see them working in humbler places at the very foundations of human society. But whether in high places or in low, the spirit is the same; a hearty consecration of time, talent, and learning to the doing of good.

I am, with the greatest respect,

Your obedient servant,

W. H. PAYNE,

President.

September 11, 1899.

STATISTICAL TABLE.

The following table exhibits the attendance by States from the date of the organization of the Normal College, in 1875, to May, 1899.

STATES.	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
Alabama.....
Arkansas.....
California.....
District of Columbia.....
Florida.....
Georgia.....
Indiana.....
Indian Territory.....
Iowa.....
Japan.....
Kansas.....
Kentucky.....
Louisiana.....
Mexico.....
Michigan.....
Minnesota.....
Mississippi.....
Missouri.....
Nebraska.....
New Jersey.....
New York.....
North Carolina.....
Ohio.....
Ontario.....
Pennsylvania.....
South Carolina.....
Tennessee.....
Texas.....
Virginia.....
West Virginia.....
Total.....	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560	508	528	575	544	578	604

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